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ABSTRACT

The New York ALRC (Area Learning Resource Center) has provided the New York State Education Department, Office for Education of Children with Handicapping Conditions with resources and personnel necessary to develop a state service which effectively informs and trains the individuals involved in the education of handicapped children and on the latest educational media, materials, and technology available. It has also enabled the state to put in place a state delivery system for the demonstration and loan of materials, equipment, and technology. New York ALRC personnel have accomplished this goal by providing technical assistance, consultation, and training to the intermediate education units and LEAs (Local Education Agencies) on those areas identified as priorities by the state and federal education agencies. A system of statewide needs assessments on the needs related to educational media, materials, and technology has been put in place through ALRC resources. These activities have resulted in a significant amount of information and training services to those involved in the education of handicapped children at both the state and local level. In addition, a variety of educational media, materials, and technology training packages were produced and disseminated through the the statewide delivery system. ALRC personnel also have contributed to the growth of the state delivery system by improving the state's capacity in network development. (Author/SBH)

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Final Technical Report

Area Learning Resources Center #10
The University of the State of New York
The New York State Education Department
Albany, NY 12234

September 1, 1974 through August 31, 1977

Project No. 74-8
Contract No. OE 300-75-0035

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September 30, 1977

U.S. Department of Health, Education, and Welfare---Office of Education---Bureau of Education for the Handicapped

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TABLE OF CONTENTS

Contents	Page
Abstract	1-2
Title Page	3
Preface	4-5
List of Tables	6
List of Figures/Illustrations	7
I. Project Framework	
A. Project Background	8-18
B. Project Philosophy, Goals and Objectives	19-25
C. Project Organization	26-44
II. Statement of Work(9/31/74 - 8/31/77)	
A. Regional Level(or SO) Element Strategies	
1. Area One - State Program Development	
Overview	45
IA Assist States in Local and State Materials-Center Stimulation or Development	46
IB Provide Technical Assistance to SEAs in State Planning of Intrastate Materials-Services	47
IC Provide SEAs and LEAs Consultation on Educational Technology of Special Education Materials Usage	48
ID Develop a Capacity for Conduct of or Participation in Media and Materials Conferences and Workshops	49-50
IE Devise and Execute a Plan for Dissemination of Child-Use Instructional Materials Related Information to SEA-Designated Recipients	51-52
IF Provide Human Resources for Reinforcing State Staff in Media, Materials, and Technology	53-54

Contents

		Page
IG	Act as Interface Between the Locally-Expressed Need for Materials Information and Materials-Loan and the ALRC/NCEMMH Resources for Meeting Such Needs	55
IIA	Identify Needed Instructional Materials and Prioritize Needs	56
IIIA	Help Regions' Trainers to Identify Media, Materials and Educational Technology	57
IIIB	Execute a Plan to Make Needs Known to Pre- and Inservice Training Institutions and Agents and Provide Consultation Service to Same	58
IIIC	Help Trainers Locate Extant and Usable Training Programs and Materials Which Fulfill Needs	59
IIIL	Design and Conceptualize Needed and Unavailable Training Materials to Fulfill Needs; Supervise and Fund Productions Using Facilities and Technical Services Of S1, S2, and S3 Centers	60
IIIE	Classify, Describe, and Encode Media-Training Materials for Information Base Entry	61
IVW	Serve as an Intermediary Between States and National Information System	62
VU	Advise and Critique SOMD's Service to SEAs and LEAs and Serve as an Intermediary Between States and National Delivery System	63
VIA	Conduct Project Planning, Monitoring, Reporting and Other Necessary Internal Management Functions	64
VIB	Participate in LRCP Coordination Activities	65

III. Conclusions and Recommendations

A. Summary of Major Project Successes/Impact on Special Education Delivery Systems 66-67

B. Recommendations for Future Efforts within the Present Workscope 68

C. Recommendations for Modifying the Present Workscope 69

Contents

Addendum

		Page
Appendix A:	Children Served and Service Needs In Priority Areas	70
Appendix B:	State Personnel Summary of Actual Number of Personnel Employed During the 1976-77 School Year for Services to the 0-21 Age Handicapped Population	71
Appendix C:	Final Workshop Data on Associate Centers 1976-7	72-79
Appendix D:	Training Multiplier	80-81
Appendix E:	List of Center Products	82-84
Appendix F:	Associate Center Map	85
Appendix G:	Number of Reference Requests Filled	86
Appendix H:	Number of Professional Films Loaned	87

FINAL TECHNICAL REPORT: ALRC # 10

ABSTRACT

The New York ALRC has provided the New York State Education Department, Office for Education of Children with Handicapping Conditions with resources and personnel necessary to develop a state service which effectively informs and trains the individuals involved in the education of handicapped children on the latest educational media, materials and technology available. It has also enabled the state to put in place a state delivery system for the demonstration and loan of materials, equipment and technology.

New York ALRC personnel have accomplished this goal by providing technical assistance, consultation and training to the intermediate education units and LEAs on those areas identified as priorities by the state and federal eduation agencies. A system of statewide needs assessments on the needs related to educational media, materials and technology has been put in place through ALRC resources. These activities have resulted in a significant amount of information and training services to those involved in the education of handicapped children at both the state and local level.

In addition, a variety of eduational media, materials and technology training packages were produced and disseminated through the statewide delivery system which the ALRC helped develop and improve. Ten mediated training packages were developed. ALRC personnel also contributed to the growth of the state delivery system by improving the states capacity in network development. This resulted in an increase of local centers from 32 in 1974 to 50 in 1977.

Recommendations for the future include a continued federal effort to provide SEA agencies with resources to comprehensively deliver information and training services on the latest educational media, materials and technology. Federal efforts must be directed at a coordinating efforts at the state level related to the variety of federal resources, state priorities and delivery mechanisms.

PROJECT NO. 74-8
CONTRACT NO. OE 300-75-0035

Final Technical Report of Area Learning Resource Center #10

James F. Miller,
Project Director

The University of the State of New York
The State Education Department

Albany, NY

September 30, 1977

This project reported herein was performed pursuant to a contract with the Office of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such project under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy

U.S. DEPARTMENT OF
HEALTH, EDUCATION AND WELFARE
Office of Education

PREFACE

The following information is an explanation of activities, contributions, and products which the NYALRC has been able to provide the New York State Education Department. Through this project and the interrelationship of the ALRC and the New York State Education Department, the NYSED has increased its capacity of services related to educational media, materials and technology for handicapped children. This has enabled products to be developed which have had significant local, state and national level impact. Among these products have been a curriculum and materials for Excepting Individual Differences which are now being distributed commercially on a national level and media training packages related to a variety of instructional materials which have been developed both locally and nationally

The fifty centers in New York State have received comprehensive training in BEH supported and other major national curricula developed in the last 7 years for handicapped children. This training and information has been extended in to a variety of state and local educational agencies which serve the handicapped. New York State now has access to NIMIS and has extended this access to all LEA service areas.

These significant increases in services and program capabilities would not have been possible without the support and assistance of a variety of organizations and individuals. Although all organizations and individuals which have lent support to this project would be too numerous to mention, the following have contributed significantly to the success of the ALRC:

Particular individuals which have provided direction and support are:

1. Commissioner Gordon M. Ambach, The University of the State of New York, The State Education Department

2. Former Commissioner Ewald B. Nyquist, The University of the State of New York, The New York State Education Department

3. Dr. Bernice M. Kipfer, Assistant Commissioner for the Education of Children with Handicapping Conditions, Office for Education of Children with Handicapping Conditions, New York State Education Department

4. Raphael F. Simches, Former Director, Office for Education of Children with Handicapping Conditions, Division of Development Support Services, New York State Education Department

5. Dr. Richard G. Hehir, Director, Office for Education of Children with Handicapping Conditions, Division of Development Support Services, New York State Education Department

6. Elwood Bland, Chief, Learning Resources Branch, USOE/BEH

7. Marie Roane, Project Officer, USOE/BEH

Other organizations which have contributed significantly are:

1. The New York State Education Department, Office for Education of Children with Handicapping Conditions, Division of Development Support Services

2. The New York State Education Department, Bureau of Mass Communications

3. City University of New York at Hunter College Special Education Development Center

4. Research and Development Complex at the State University College at Buffalo

5. The New York State Associate Center Network Directors

6. District Superintendents of Boards of Cooperative Educational Services

7. The National Center on Educational Media and Materials for the Handicapped, The Ohio State University

LIST OF TABLES

Table	Page
Children Served and Service Needs in Priority Areas	70
State Personnel Summary	71

LIST OF FIGURES/ILLUSTRATIONS

Title	Page
Selected Educational Statistics	8
Chart of ALRC Project Organiztion	27
Relationship of the ALRC Contract within the New York State Education Department	28
Personnel Identification Chart	32
Final Workshop Data on Associate Centers 1976-77	72-79
Training Multiplier	80
Local Persons Trained	81
ALRC Products	82-84
Associate Center Map	85
Number of Reference Requests Filled	86
Number of Professional Films Loaned	87

A. Project Background

Name of State Served

Throughout the history of both the SEIMC Grant and ALRC Contract, the Federal Project has included only the single State of New York as the region to be served.

Description of Region Served

New York State has an identified handicapped population of 372,801 children. For a complete listing of the number of children by age and handicapping condition, see Appendix A.

The large number of children in New York State who are handicapped presents real problems of how to reach each of the children with adequate resources.

The fact that New York State has made a commitment to service not only the children of the State, but also the parents and teachers of these children, multiplies the severity of the responsibility several fold.

The following figure (1) of selected statistics helps one comprehend the complexity of reaching even the sponsoring agencies and institutions which represent the handicapped children of New York State.

(Figure 1)

NEW YORK STATE

SELECTED EDUCATIONAL STATISTICS

Operating School Districts (excluding New York City)	736
Community School Districts in New York City	32
BOCES Districts (Boards of Cooperative Education Services)	46
Colleges and Universities offering degree programs for Special Education Teachers	44
Special Education Personnel Employed during the 1976-77 school year	19,396*

*See Appendix B for categorical listings

In addition to the problems imposed by the number of children, teachers, parents, institutions and agencies to be serviced, there is the need to deal with a number of difficult variables presented by these groups. Such variables may be caused by the nature of the community within which a given child resides; in some instances there are available agencies and programs which can help support the evaluation of a child; in other instances only the local school program can be utilized in educating the child.

Other differences across the State present their unique problems. For example, children from a rural and a large urban center will not require the same type of support and there are many different types of communities from urban to suburban to rural within the boundaries of New York State.

History

In the early 70's, Commissioner Marland established as one of five priorities within the U.S.O.E. the education of the handicapped, "to assure that every handicapped child is receiving an appropriately designed education by 1980."[1]

A design to provide these increased educational opportunities for the handicapped was the establishment of the Special Education Instructional Materials Centers/RMC Network. This network sought to grant greater access to larger numbers of instructional resources which were applicable to educating the handicapped.

The New York State Special Education Instructional Materials Center is one of these aforementioned centers. It seeks to provide teachers of the handicapped with opportunities and alternatives in training, information, and consultation, as a major part of the state

[1]Sidney Marland, Commissioner of Education, April 21, 1971

effort to provide effective instructional support.

In 1967, the Regents of the University of the State of New York applied for and were awarded a Research and Development grant for the establishment of the SEIMC Network in New York State, one of 14 such projects throughout the nation. Raphael Simches, Director of the Division for Handicapped Children, New York State Education Department, was responsible for writing the original proposal and was the Director of the NYSEIMC until 1976. Throughout the past nine years, NYSEIMC has been developed with its sponsoring base in the New York State Education Department's Office for Education of Children with Handicapping Conditions, has contracted for specific help from the State University of New York (SUNY) and the City University of New York (CUNY), and has worked mainly through Boards of Cooperative Educational Services (BOCES) and local districts with Associate Centers as the direct service components of the state network. The State Education Department has, since FY 1967-68, provided space to house the SED SEIMC, furnished bookkeeping and fiscal services through the SED Finance Office, made available state cars, provided travel funds, paid for all telephone services, postage and freight costs, and provided xerox services as well as a generous amount of offset printing services. In addition, the state contributed indirect costs as part of its local commitment and contribution, with no direct costs being charged to the grant until 1974, except those related to the contracts with SUNY and CUNY. There has been a gradual employment of SEIMC staff by the SED which has included a Supervisor of Instructional Materials for the Handicapped, an Associate in Instructional Materials for the Handicapped, an Associate in Information Retrieval and Dissemination, and a Stenographer. This provision of personnel, SED support of in-kind resources, plus Title VI and 89-313 funds used for stimulation of ASEIMC development, has resulted in an established, functioning NYSEIMC Network.

The New York State SEIMC is a statewide network of support services designed to assist persons involved with the education of handicapped children in obtaining appropriate specialized information, training, and curriculum and instructional materials. The Network is comprised of a headquarters and administrative office in the New York State Education Department's Office for Education of Children with Handicapping Conditions, 50 Associate Centers (ASEIMCs) providing local and regional services to every area of the State and a network of centers in state supported special schools and a mental hygiene institution. The ASEIMCs are located in 38 BOCES and the Big 5 City School Districts.(Appendix F)

The NYSEIMC has provided services mainly in four major areas of activity: Develop, Inform, Train and Deliver.

The SEIMC disseminates improved teaching practice through (1) programs of local inservice training using the principle of the multiplier effect by giving state level workshops for training specialists who are staff members of the ASEIMCs and who are then responsible for offering this same training locally, by organizing additional local and regional training sessions, and by local and regional consultations and demonstrations; (2) continuously available professional growth opportunities for teachers of handicapped children, individualized to the teachers' current and relevant specialized needs; (3) through an array of 16mm professional films, AV presentations, kits, packages, professional books, and other materials available to the ASEIMCs and through the ASEIMCs; (4) dissemination of information on research results, model programs, and innovative and exemplary practices available as a pro-active awareness information service or as a reference and search service in answer to specific questions; (5) the loan of special

curriculum and instructional materials for the education of children with handicapping conditions; (6) the development of curriculum, instructional, and training materials; (7) the application of instructional technology to help in solving the extremely challenging problems of individualizing the education of children with handicapping conditions; and (8) the delivery of materials, training, information, and other support services to individuals throughout the state quickly, efficiently, and with attention to both local needs and characteristics as well as state level priorities and leadership goals.

The establishment of a statewide NYSEIMC Associate Center Network supported by local resources and involving local educators has been a commitment of New York State.

Cooperation with Other Agencies

From the first, the SEIMC Network and ALRC Contract have included very close cooperation and working relationships with other units in the Office for Education of Children with Handicapping Conditions, other offices in the State Education Department, the state supported special schools for deaf, blind or orthopedically handicapped children,other state agencies such as the Department of Mental Hygiene, Social Services, Health, Corrections, Social Welfare and Division for Youth, non-public educational programs in Public Law 89-313 schools, colleges and universities, consumer groups and other agencies for the handicapped. Representatives of the SEIMC/ALRC have had specific assignments in liaison roles (such as with the State Plan the Head Start organization, Associate for Supervision and Curriculum Development groups, etc.), in interagency activities (State Interagency Committee's investigation of early childhood medical information models, a consortium of organizations for the handicapped called the New York Council of Organizations for the Handicapped, planning for the White House Conference on Handicapped Individuals, etc), in program responsibilities (such as

for the Title VI-B training program with colleges and universities), in directory development ("List of Organizations, Associations, Agencies. Sheltered Workshops and Teacher Training Programs" and directory of services to handicapped children from colleges and universities), and in dissemination (of ALRC, SEIMC and SED products and publications to agencies, schools and inidivduals throughout the state).

In particular, close cooperation has been developed with the Department of Mental Hygiene in information services to their programs, professional film loans, involvement of their staff in training offerings, loans of mediated instructional packages, and consultation, with evaluation information being returned by Mental Hygiene staff.

Previous Work (Noteworthy Accomplishments)

Training programs for ASEIMC training specialists have included statewide workshops each year covering such topics as diagnostic/prescriptive teaching, new curriculum projects, new instructional materials, developing teacher made materials, the use of computers and other instructional technology in assisting teachers in individualizing instruction, developing Individualized Educational Programs (IEPs), implementing P.L. 94-142, using System FORE, training for Committees on the Handicapped, and developing techniques in the most effective ways to train teachers locally. Single State Workshops, involving 50 ASEIMCs, on IEP training resulted in 156 regional workshops which reached approximately 2,457 teachers of handicapped children throughout the state within a four week period of time.

The training network has also been used to disseminate new practices in the area of early childhood education, most notably through a program of parent training. Regional parent training has resulted in the initiation of educational toy lending libraries, in which a parent is responsible for providing the training for other

parents in the use of toys with handicapped children.

The training network has grown from 13 to 50 specialists. This year data from 46 specialists indicate that there were over 2,123 local training sessions sponsored by ASEIMCs, with over 30,000 participants. The NYSEIMC information service has grown from answering 2023 reference in the first full year of ALRC operation to filling 6976 requests over this past year.

A specialized collection of training programs, instructional materials and kits (excluding the film collection) has been organized at the State SEIMC level with ASEIMCs replicating smaller collections of the best materials for heavy local use.

The State SEIMC collection of instructional materials that was previously used as a back-up collection for ASEIMCs has been redistributed to these local centers during the year. However, the collection of curriculum guides, professional and training materials remains in the ALRC/SED administrative office and totals approximately 5,800 items, with the annual circulation totaling over 3,464 items loaned to 1068 borrowers. These data does not include the much larger numbers of items, loans and borrowers included in ASEIMC service records. The statewide 16 mm professional film collection, numbering approximately 200 films, has been used through 1950 bookings and reached an audience of over 48,750 viewers this past year. There are currently 12 bibiliographies, excluding three bibliographies in preparation, developed around curriculum areas, handicapping conditions, special topics or special media.

Reference questions have ranged from requests for information on the latest research results on teaching methodologies, to sources of braille, large print and tangible aids for blind children, to the appropriate water temperature for swimming pools in which orthopedically handicapped children are being taught, to successful referral of parents and relatives to sources of information on local educational programs for their handicapped child when they are moving from New York State to another state (Texas) or overseas (Military bases in Europe). Recent searches have helped with the design and construction of a communication board for a CP student and the design of an aid to help another physically handicapped child to hold a pencil. Other searches included information concerning a 360 degree sensorium or mediated/multi-sensory learning environment in connection with the Human Resources School, and contracts made concerning Bicentennial Art work by the handicapped for a Regents display. The most popular topics for reference and information requests are in areas of mainstreaming, metric education, P.L. 94-142, IEPs, toilet training, bilingual handicapped, human sexuality and deinstitutionalization.

Existing Needs

To reach the goal of equalizing educational opportunities for handicapped children, there is a need to provide a broader variety of instructional materials to meet the individual needs of children with a wide range and degree of handicapping conditions. Handicapped children are the ultimate example of the importance of individualization of instruction designed to accommodate unique personal characteristics, variables and learning needs. There is a definite problem in providing handicapped children with appropriate materials suitable to their needs in a quality or variety equal to what is available to non-handicapped children. Related directly to this need for the provision of more appropriate, instructional materials is the need for teachers

of handicapped children to be trained in curriculum aspects of instructional materials, provided with information on the latest materials developed and available, and trained in the appropriate selection of instructional materials, their evaluation, and use.

To supplement improved instructional materials services for handicapped children and their teachers and parents, a parallel effort to improve the contribution of media and educational technology to the individualization of instruction, to the remediation of special learning problems, and to the compensation for sensory and other deprivations resulting from handicaps would help provide more equal opportunities for handicapped children. The same information, training, development and delivery needs are related to media and educational technology as are related to instructional materials. The NYSEIMC support system has been developed to help meet these needs.

How Needs were Priorized and Resolved

The New York State Education Department, Office for Handicapped Children, planned a special and concerted effort to meet the needs related to the education of handicapped children. This effort was based on recommendations from the Regents Position Paper No. 20 on the Education of Children with Handicapping Conditions, which was adopted in the fall of 1973. In addition to the broad goal of working toward equal educational opportunities for handicapped childre, some of the major areas of Regents Position Paper implementation are:

1. An Advocacy System, coordinated centrally by the Commissioner of Education with appropriate legal and fiscal authority, State Interagency coordination (Mental Hygiene, Health, Social Services and others, Interagency Committees on regional and state levels, Committees on the Handicapped with specific and broad minimum membership requirements including representation by parents of

handicapped children, and an appeals procedure for parents dissatisfied with some aspect of their child's placement.

2. Early intervention, parent education, early childhood and pre-school educational programs.

3. Regular health examinations, a medical information system, screening programs, early identification, diagnosis, prescription, and appropriate placement.

4. Mainstreaming, broader local district program options, training of general educators and school administrators concerning characteristics and education of handicapped children, teacher and parent support services.

5. Various fiscal recommendations, including weighted categorical aid, state funding of excess costs, .1% of all state funds expended for the education of handicapped children being set aside for research, and state aid for support of the SEIMC Network.

6. Planning, legislative package, one and five year plans expected on local, BOCES and state levels, and an instructional management system.

This list of expectations and priorities of the Regents Position Paper included a strong indication of community involvement and a commitment and expectation that the NYSEIMC will continue to grow and strengthen.

In addition, the SED has restated these expectations and priorities in its Title VI-B State Plan. Elements of the plan call for:

1. Child Find (Identification, data system, evaluation and an individual educational plan for each child)

2. Confidentiality (Combined with other procedural safeguards of due process and nondiscriminatory testing)

3. Full Services (Placement, educational programs and services, implementation of individualized educational plans, reevaluation and an advocacy system)

4. Preschool Services

Cooperation with Other Agencies

Included in both Position Paper No. 20 and the State Plan, as major and essential ingredients, is the intent to continue to work with other agencies. The advocacy system, planning recommendations and preschool medical information system mentioned in Position Paper No. 20 particularly call for close cooperation and coordination with other state agencies which serve handicapped children. The State Plan details planning responsibilities, implementing responsibilities and resources for activities under each objective so that various units in the SED, the different state agencies, and other organizational units such as the ALRC and RRC, are identified and their expected roles and responsibilities specified.

B. Project Philosophy, Goals, and Objectives

Mission Statement ALRC

The mission of the ALRC is to provide, or arrange for the provision of, support services to individuals, groups, agencies and organizations involved in the education of children with handicapping conditions throughout New York State. This includes staff members of the Office for Education of Children with Handicapping Conditions, the State Education Department, teachers, administrators, parents and others in the field. Support services will include,information, training, curriculum development, and technical assistance. The scope of this mission extends from research and development to the maintenance of a communications/dissemination network capable of assessing needs and delivering information and support services to all areas of the state.

THE ROLE OF THE ALRC

The New York State ALRC functions mainly in conjunction with the New York State Education Department's NYSEIMC, and through the NYSEIMC to Associate SEIMC's in New York State. Involvement with pre- and in-service programs for teachers of handicapped children, and ultimately, parents, school administrators, and all other persons involved in the education of children with handicapping conditions throughout the state, is directed by the New York State Education Department.

Another important area of responsibility is coordinated work with the National ALRC/NCEMMH Network, individual or group components of the Network, BEH, RRC's, and other similar agencies. One identified role of the NYALRC is to interface between the National ALRC/NCEMMH Network and the New York State SED SEIMC which in turn provides it with access to ASEIMC's, to teacher preparation resources, and thus ultimately, to the teachers of handicapped children. In addition, the ALRC contributes directly to National Network efforts to build appropriate materials information data bases through such activities as identifying media training materials candidates for systems entry and delivering that information to SO2, identifying needs and designing and conceptualizing training materials to meet these needs.

The ALRC acts as a support resource to the NYSED SEIMC to help it improve and complete the development of what is already a functioning network of ASEIMC's throughout New York State. It supports the SED SEIMC through consultation, technical assistance, educational services backup, assistance in planning, stimulation of development of needed programs and services, reinforcement, and recommendations. A key to the success of this relationship is the mutuality of the interests and goals of the ALRC and the NYSED SEIMC. The ALRC accomplishes its goal in the federal workscope areas by assisting and influencing the SED SEIMC to become even more active and effective. A further aspect

ROLE OF ALRC (Cont'd)

of this ALRC role is to carry on continuing dialogue with the SED concerning the state's goals and directions, and the resultant role of the ALRC in future efforts to assist in the accomplishment of such goals.

Generally, the role of the ALRC is to respond within the framework of the ALRC Workscope to the needs and plans expressed relative to the state development of delivery of services to its handicapped children.

State Goals

·To stimulate the development of new and improved programs and products for the handicapped children of New York State.

·To provide all individuals involved in education of handicapped children in New York State equal and efficient access to support services necessary to improve the educational process.

·To develop a statewide network of special education instructional materials centers which will serve as a two-way materials and information delivery system.

·To provide all individuals involved with programs for handicapped children access to sophisticated and responsive up-date and renewal training alternatives.

·To provide all individuals involved with programs for handicapped children in New York State access to all state and national resources concerned with the education of handicapped children.

·To encourage coordinated efforts of all agencies in New York State involved in the educational process of handicapped children.

SED Priorities

·Assist districts in installing effective instructional management systems.

·Seek adoption of legislation which will result in the State sharing more fully in the costs associated with educating handicapped children.

·Develop field based support services in regions of the state to provide appropriate direction and assistance to the local public educational agencies and BOCES.

·Provide a network of Instructional Materials Centers to expand inservice training and update teacher competencies and to support the "mainstreaming" concept.

Goals (Cont'd)

·Provide direction and assistance to public and non-public schools using Federal funds under P.L. 94-142 and P.L. 89-313.

·Support research and projects and provide resources and services for early identification, evaluation and placement of handicapped children residing in the State who are in need of special education and related services and to protect the confidentiality of data collected in that effort.

·Continue monitoring both public and non-public school programs to insure adherence to program plans, legislation and regulation.

·Complete development of a system which will streamline due process procedures for the purpose of insuring that the educational needs of all handicapped children in all parts of the state will be met.

ALRC Goals

·To assist in the development of a complete statewide network of Associate Special Education Instructional Materials Centers which will provide support services to individuals involved in programs for handicapped children so that the educational needs of all handicapped children will be met.

·To develop a statewide materials delivery system through a coordinated network of inter-school, regional and state materials delivery services so that all individuals involved in programs for handicapped children have efficient and effective access to needed services.

·To provide individuals involved with programs for handicapped children, in the State Education Department, access to up-to-date, technical consultation on current resources, programs and services relating to educational technology or special education materials usage.

Goals (Cont'd)

·To provide an effective and efficient multiplier training program responsive to the identified training needs of all individuals and training agencies in New York State involved in programs for handicapped children.

·To provide individuals involved in programs for handicapped children in New York State access to information on child-use instructional materials and related topics through the use of newsletters, information packages and a highly sophisticated and responsive state and local information system.

·To provide staff of the Office for Handicapped Children and other state agencies up-to-date information and training in areas related to media, materials and educational technology for the education of handicapped children.

·To develop, conduct and analyze the results of statewide consumer needs assessment to identify priority training needs in the areas of media materials and educational technology.

·To provide to identified pre and inservice agencies in New York State analyses of media, materials and educational technology training needs.

·To identify existing training programs and materials within and without New York State designed to meet needs identified in statewide training needs assessment.

·To conceptualize and produce competency based training modules in priority areas identified in statewide training needs assessment.

·To enter into a national data base media-training materials identified by appropriate training agencies.

Specific ALRC objectives written in measurable terms are included in the Quarterly Reports and in Section II of this final report. ALRC goals and objectives remained the same during the 3 year expanse of this project. Neither internal nor external reasons caused the ALRC goals and objectives to be modified.

C. Project Organization

Project Organization (Flow Chart)

On the following page there is a "Flow Chart of ALRC Project Organization" to help explain the line and staff relationship of ALRC contract positions. Notice that those key SED professional employees and an SED secretarial position (as underlined on the chart) are incorporated in the overall SEIMC/ALRC organizational chart.

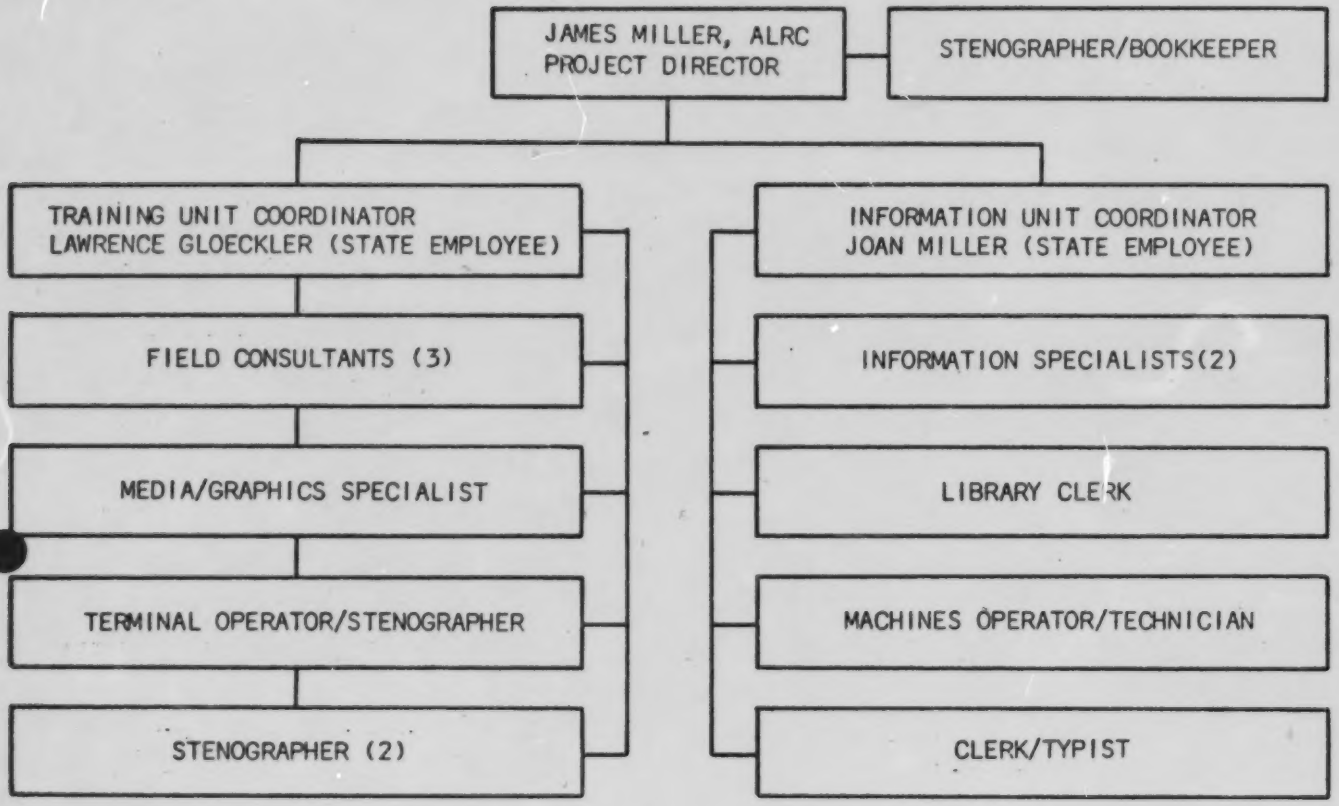
Relationship to other units of SED

Following the flow chart is another chart, "Relationship of the ALRC contract within the New York State Education Department, that provides a visual interpretation of where the ALRC contract fits within the total structure of the prime contracting agency, the State Education Department.

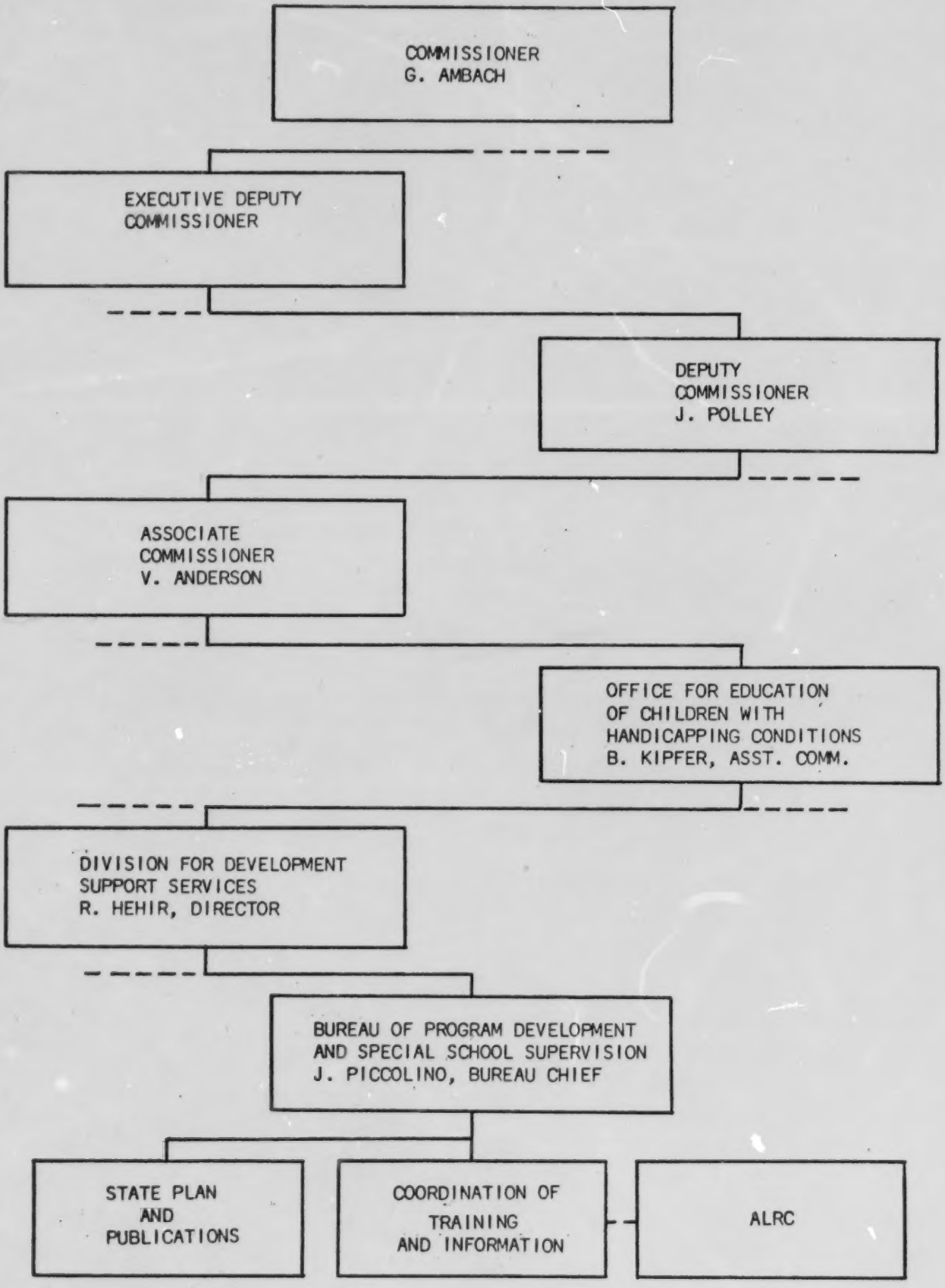
The ALRC contract has the following relationships with other units:

- It is an integral part of the SEIMC, including SEIMC state staff members working directly with ALRC staff members daily.
- It is coordinated with other Regents Research Projects through a coordinating position in the Bureau of Program Development (other projects include the Competency Based Project, Telecommunications Project, Learning Disabilities Project and Part D Training Project).
- The SEIMC/ALRC is one unit (the largest unit) within the Bureau of Program Development, along with the unit Coordinating Regents Research Project and a unit responsible for working on the State Plan and publications of the Office for Education of Children with Handicapping Conditions.
- The SEIMC/ALRC relates to the Bureau for Special Program Review through the same Division Director and has excellent communications and cooperation in Title VI-B arrangements for support of Associate Center activities and projects.

CHART OF ALRC PROJECT ORGANIZATION



RELATIONSHIP OF THE ALRC CONTRACT WITHIN THE NEW YORK STATE EDUCATION DEPARTMENT



- The SEIMC/ALRC relates to the Bureau for Regional Programs through the common concern that Regional Associates in that Bureau and ASEIMCs have in organizing regional needs assessments, plans and services.
- The SEIMC/ALRC relates to the Bureau for Special School Supervision through the SEIMC involvement in the network of centers in the 14 special state supported schools for the handicapped which are administered out of that Bureau.
- The SEIMC/ALRC relates closely with other units within the SED including: the Long Range and Elementary/Secondary/Continuing Education Planning Office, the Intra-SED Computer Task Force, Information Center on Education (ICE), Educational Programs and Studies Information Services (EPSIS), Bureau of Mass Communications (film production and media/materials distribution service), Bureau of Classroom Communications (Educational Communications and AV programs throughout the State), Bureau of School Libraries (Title IV-B grants), Office of Publications, Division of Curriculum Development, Title IV-C Office, Optional Educational Programs(OEP), Division for Pupil Personnel Services, the Bureau for Reading and the Bureau for Early Childhood Education and Parent Education.
- For administrative lines of authority the previous chart indicates the organization of the SED from the Commissioner to the SEIMC/ALRC. At the Deputy Commissioner level, the SEIMC/ALRC is under the Office of Elementary, Secondary and Continuing Education, while at the Associate Commissioner level,

it is under the Office for Instructional Services. This location within the newly reorganized Office for Education of Children with Handicapping Conditions and within the chain of command within the Office and above the Office would appear to be the best possible location for the SEIMC/ALRC.

Agreements with State or Agencies

With the service area of the SEIMC/ALRC being the one state of New York, the above administrative and organizational descriptions represents lines of authority for all agreements with the State. Executive Commissioner Ambach signs all official documents and contracts, after approval through the organizational lines of authority previously described.

Less formal agreements may be made with agencies at the Assistant Commissioner level and many working agreements are handled by the Project Director directly with the agencies involved. The Project Director is instrumental in negotiating and drafting all agreements, including formal contracts.

Position Description

The following Personnel Identification Chart gives the ID#, title and name of the person in each staff position supported by the ALRC contract, plus a list of the State supported staff members in the SEIMC/ALRC Unit. This is followed by individual job descriptions for each staff position supported by the ALRC Contract.

Matrix of Time Distribution

The following pages include a matrix with each ALRC Contract staff position and each strategy organized into a grid of time distribution of the work to be done by the staff. The time is expressed in % of annual work potential. With all staff being employed as full time workers, the work year is computed at an average of 215 work days per individual (taking into consideration holidays, vacations, sick days, and other adjustments. This is identical to NYSED computations.), which equates to 1505 work hours per individual (7½ hour day less two 15 minute breaks).

Affirmative Action

The ALRC Contract adheres to the official policies of the New York State Education Department in reference to affirmative action. The NYSED has adopted and updated a Statement of Affirmative Action in Recruitment, Appointment and Promotion which represents this official policy stand.

Personnel Identification Chart

	Project Administrator	Richard Hehir
I.D.#	TITLE	NAME
1	Project Director	James Miller
2	Field Consultant	Lee P. Cummings
3	Field Consultant	Catherine Regan
4	Field Consultant	Richard A. Sauer
5	Media/Graphics Specialist	Alfred Sinclair
6	Information Specialist	Marianne Pouliott
7	Machines Operator/Technician	John Murray
8	Information Specialist	Joanne Newman
9	Terminal Operator/Stenographer	Christine Curtis
10	Bookkeeper/Stenographer	Marianne Esposito
11	Library Clerk	Robert Stupplebeen
12	Stenographer	Barbara Appel
13	Clerk Typist	Sharee Seyffer

New York State Education Department Personnel Affiliated with Grant

Associate, Instructional Materials for the Handicapped	Lawrence Gloeckler
Associate, Instructional Materials for the Handicapped	Joan Miller
Stenographer	Kathleen Reilly

List of responsibilities for Project Director - Mr. James Miller

1. Personnel administration for ALRC (Area Learning Resource Center) federal contract and SEIMC (Special Education Instructional Materials Center) Unit within the Office for Education of Children with Handicapping Conditions, New York State Education Department. This would include the supervision, recruitment, staff development and other responsibilities. Activities would include signing time sheets, holding staff meetings, consulting staff about personnel problems, interpreting State and contract personnel policies such as with salary, pay increases and increments, grade level equivalents in Civil Service job titles, health insurance, vacations, holidays, leaves, employee benefits and rights as well as responsibilities, etc.
2. Responsibile for financial management of the ALRC/SEIMC. This would include areas of budget development and revision, expenditure review and approval, budget amendments, transfers and assignments, and review of financial conditions, balances, actual expenses compared with budget amounts, etc. Activities include signing vouchers, invoices, preparing budgets, balancing budgets, revising budgets, justifying budgets, involving staff in budget requests and budget expenditures, etc. Financial resources for which there is responsibility include the ALRC federal contract, federal administrative monies from Public Law 89-313 for travel, etc., and State purposes funds for such things as supplies, printing, State cars, etc.
3. Responsible for planning ALRC/SEIMC strategies, work plans and activities. Responsibile for federal contract proposal, reports to the federal government and to the State, annual work plans for the State, and the continuous planning involved in setting goals and objectives for the ALRC contract/SEIMC Unit, conceptualizing present and future organizational patterns for the ALRC/SEIMC, planning expansion of services, new links and relationships with other units within the Office for Education of Children with Handi-

capping Conditions, the other offices within the State Education Department, the other State agencies in New York and the other national level ALRC/RRC/NCEMMH Network components.

4. General administration of the ALRC/SEIMC. Responsibilities include the physical management of space, furnishings, layout of partitions and office rooms, problems in lighting, heating and ventilation, plumbing and water problems, etc., management of time such as scheduling staff meetings, maintaining calendar, meeting deadlines for contract and State Education Department assignments, delegating responsibility to staff members for contract strategies and State Education Department duties and assignments, receiving reports relaying reports, composing reports, maintaining liaison with appropriate people in federal projects, State government, schools and BOCES, private and public agencies and organizations, etc. Responsible for security of the offices and their contents. Hosts important visitors and guests, provides background and orientation to ALRC/SEIMC concepts and services. Represents the ALRC/SEIMC and sometimes the Office for Education of Children with Handicapping Conditions and the State Education Department at meetings, both within the State and outside of the State. Makes presentations and contributes to State and national meetings.

LEE P. CUMMINGS

CATHERINE REGAN

and

RICHARD A. SAUER

JOB RESPONSIBILITIES

1. Conceptualize, support and evaluate ALRC strategies which are subcontracted.
2. Meet with commercial publishers and other ALRC Network personnel to review new materials and methods for teaching the handicapped.
3. Present large group and individual training on new materials and methods at conventions, training specialists workshops, and other meetings upon request.
4. Assist SED personnel in the organization of training more appropriately conducted by other individuals and agencies.
5. Provide consultation to ASEIMC Directors and trainers concerning ASEIMC growth and development in planning and assist centers in solving problems concerning local center programs and operations.
6. Review, evaluate and expand training packages that could be used by the training specialists throughout the New York SEIMC network to meet the needs of teachers of the handicapped.
7. Review, evaluate and expand instructional materials to make them more appropriate in meeting the needs of handicapped children.
8. Maintain updated skills in programs, training and materials related to the education of handicapped children.

ALFRED SINCLAIR

MEDIA/GRAPHICS SPECIALIST

JOB RESPONSIBILITIES

1. Responsible for the design and production of training and promotional materials relating to handicapped children. These materials include sound/slide, motion picture, and videotape presentations, overhead projections, exhibits, fliers, booklets, etc.
2. Plans, researches, writes scripts, produces artwork, photographs and audiotapes for, edits and programs audiovisual presentations.
3. Is responsible for photography and graphics in center production. This includes working with other media production resources within and outside the State Education Department. Has responsibilities for center exhibits, visuals for public education and mediated training presentations.
4. Research new applications for existing audio/visual equipment as well as design adaptations to extend the use of audio/visual equipment that is commercially available or originally designed by the Media/Graphics Specialist.
5. Maintains and operates audio/visual equipment and programs for special events and complicated presentations.

MARIANNE POULIOTT

INFORMATION SPECIALIST

JOB RESPONSIBILITIES

1. Performs reference and research for center staff, special educators, ALRC and SED staff.
2. Performs reference and research services for the SEIMC Network at SED request.
3. Performs cataloging and classification of media technology and training materials for the SEIMC.
4. Supervises all duties of the clerical staff of the Information Services Unit.
5. Prepares various reports, including financial and statistical reports, as required.
6. Provides training and consultation services for the SEIMC Network as requested by the SED.
7. Prepares bibliographies in areas of expressed need for the SEIMC Network at SED request.
8. Participates in professional training activities.

JOHN MURRAY

MACHINES OPERATOR/TECHNICIAN

JOB RESPONSIBILITIES

1. Maintains 16mm training films/packages collection.
2. Schedules training films bookings and maintains all files and records associated with that collection.
3. Maintains an accurate inventory of all audio visual equipment and programmed instructional equipment for the ALRC/SEIMC.
4. Maintains and operates audio and video tape equipment for workshops, conferences, special projects and other programs put on by the ALRC on behalf of the SEA.
5. Sets up and arranges displays for presentations about ALRC/SEIMC services.
6. Ships and receives all ALRC/SEIMC media, materials and educational technology training materials loaned and returned to the Center and all commercial materials used by the Center.
7. Performs photocopy work as required.
8. Duplicates audio and video tapes as requested.

JOANNE NEWMAN

INFORMATION SPECIALIST

JOB RESPONSIBILITIES

1. Performs reference and research services for the SEIMC Network at SED request.
2. Performs reference and research service for center staff, special educators, ALRC and SED staff.
3. Prepares and maintains all information and files related to the ordering and acquisition of media training materials and supplies for the ALRC/SEIMC, including basic financial information, correspondence, follow up, and periodic reports.
4. Supervises the maintenance of the Union File, the SOMD file, and other unique files of the Information Services Unit.
5. Prepares various reports, including financial and statistical reports, as required.
6. Participates in special projects and assignments as required.

CHRISTINE C. CURTIS

STENOGRAPHER/TERMINAL OPERATOR

JOB RESPONSIBILITIES

1. Machine and shorthand transcription of field staff's correspondence.
2. Organization, maintenance and filing of documents for field staff operation.
3. General typing and typing of correspondence, IMC Reports and IMC Reports to Parents Newsletter, reports, vouchers, etc. for field operation.
4. Telecopier communications.
5. Ability to operate and train other qualified operators on IBM 2741 Computer Terminal and Teletype communications.
6. Phone reception and answering questions related to field staff operation.
7. Responsibility for compilation and prioritizing of Annual Reports and Needs Assessment information.
8. Routine mailings and announcements to ASEIMC Training Specialists and Directors.
9. Responsibility for keeping logs for various aspects of the field operation.
10. Responsibility for keeping statistics on workshops held throughout the State by ASEIMCs.
11. Xeroxing, collating, etc. of documents for field staff.
12. Routine filling of requests for IMC Reports and other documents disseminated through the Albany SEIMC.
13. Registration and preparation for training specialists workshops held in Albany.
14. Monitoring and clerical responsibility for Title VI funding for ASEIMCs.
15. General secretarial assistance to field staff.

MARIANNE ESPOSITO

BOOKKEEPER/STENOGRAPHER

JOB RESPONSIBILITIES

1. Keeps office records and charts, collects information to be used as a basis for reports, charts and records. Maintains central office files, filing new materials. Sorts, opens and routes mail several times a day.
2. Takes shorthand and dictaphone transcription of letters and memos. Answers letters pertaining to internal bookkeeping.
3. Does secretarial work for Project Coordinator. Secretarial work includes:

   Making all reservations for travel and lodging

   Maintaining and keeping all records of travel and payment

   Taking shorthand notes

   Transcribing dictation from shorthand notes and dictating machine

   Computing and checking figures

   Composing routine letters

   Operating various office machines
4. Assists in bookkeeping activities of the Regents Research ALRC Contract

ROBERT STUPPLEBEEN

LIBRARY CLERK

JOB RESPONSIBILITIES

1. Performs those duties associated with the preparation of correspondence, publications, reports and typed records of the ALRC and SEIMC Information Services Unit.
2. Performs those duties associated with the maintenance of the media, materials, and educational technology training collections for the ALRC and SEIMC, including retrieval and shelving.
3. Schedules all training materials booking and maintains all files and records associated with that collection.
4. Performs all duties associated with the circulation of media, materials and educational technology items from the SEIMC, including check-in and check-out procedures and compilation of periodic statistics.
5. Maintains and periodically revises and updates the various records and files of the ALRC and SEIMC Information Services Unit.
6. Maintains an accurate inventory of all media training materials in the ALRC and SEIMC.
7. Operates telecommunications and data processing equipment for the ALRC.

BARBARA APPEL

STENOGRAPHER

JOB RESPONSIBILITIES

1. Performs transcription, typing and filing of ALRC/SEIMC correspondence, reports, position papers and other documents prepared for dissemination.
2. Assists in the clerical routines associated with the Readers' Aid Program administered through the ALRC/SEIMC.
3. Answers the ALRC/SEIMC telephones and refers calls appropriately.
4. Assists in the preparation of materials for dissemination to LRCs, including mailing preparation.
5. Performs typing of special assignments as required.

SHAREE SEYFFER

CLERK TYPIST

JOB RESPONSIBILITIES

1. Performs typing and filing of ALRC/SEIMC correspondence, guidelines, special papers, and informational releases particularly as they relate to NIMIS and to SOMD services.
2. Assists in the preparation of information on training materials and other types of information for dissemination to LRCs, including mailing preparation.
3. Assists the Library Clerk in performance of updates and revision of the various files and records of the ALRC and SEIMC Information Services Unit, especially the Union File of Materials housed in LRCs.
4. Performs typing of special assignments as required.

II. Statement of Work (9/1/76-5/31/77)

A. Regional Levels Element Strategies

1. Area One - Statement of Program Development

Overview:

The New York State Education Department, Office for Education of Children with Handicapping Conditions has as one of its major goals, the development of an effective and responsive inservice training program. The SEIMC Network has been developed as the delivery system in the provision of this inservice training. The long range goal in delivering inservice training is to develop local centers within small geographic boundaries as a multiplier of state training efforts. This system should result in an increase in communication between special educators and provide a quick and effective means of getting information and training from the national level to the local level. Toward this end, the Office within the State Education Department has provided funds for Boards of Cooperative Educational Services and large City School Districts to establish local training centers. In addition, the local areas have contributed large amounts of funds. The result has been the development of centers that are well integrated into the local special education program as opposed to centers that exist purely as a reflection of federal funds.

These local training centers have the responsibility of attending statewide training sessions and multiplying the training they received to special educators within their service area. In addition, they respond to the specific needs of parents, teachers and administrators and others working with children with handicaps. In an effort to support the development of these centers, ALRC personnel have provided the following services

IA ASSIST STATES IN LOCAL AND STATE MATERIALS-CENTER STIMULATION OR DEVELOPMENT

IA-01, 02 and 03

Data on SEA, LRC, and ALRC resources and services has been acquired and disseminated to personnel in the 50 training centers as well as other appropriate personnel in and out of New York State. (Appendix)

ALRC personnel have assisted in the development of new LRC's by providing consultation on the organizational aspects of developing an Associate Special Education Instructional Materials Center (ASEIMC) in terms of materials loan, information dissemination and training. This assistance has resulted in the development of 18 new LRC's since the inception of the ALRC contract.

In addition to assisting the development of new LRC's, ALRC staff has been instrumental in improving and expanding the services of the 32 previously established LRC's. ALRC personnel have established communications with all ASEIMC's in the Network and make an average of two visits per Center each year to provide assistance. The ALRC Field Consultants support training at the local level by providing workshop formats and supplemental materials that exist either commercially or through the National Network and develop additional formats and supplemental materials in consultation with the local trainers requesting assistance. During FY 77, 711 ALRC personnel were trained.

1B PROVIDE TECHNICAL ASSISTANCE TO SEAs IN STATE PLANNING OR INTRASTATE MATERIALS-SERVICES

1B-03

ALRC Field Consultants have provided technical assistance to LRC's requesting or needing this type of service. Field visits to provide technical assistance are made continually with the intention of promoting the growth of LRC's. This type of technical assistance is oriented toward developing an effective intrastate materials service to insure access to a wide variety of appropriate materials and materials information. Effective interschool delivery systems, organizational practices and dissemination techniques are discussed at these field visits. Eighty-seven (87) field visits to provide technical assistance were made during FY 77.

ALRC Field Consultants work directly and in cooperation with State Education Agency inservice trainers. As a result of this close working relationship, ALRC Field Consultants have provided 416 consultant services to the SEA in FY 77. In addition to the field visitations made to LRC's, ALRC Field Consultants have provided 823 consultations to LRC personnel. Also, ALRC Field Consultants have provided 564 consultations to personnel at the LEA level. The majority of these consultation services are in the area of educational technology, in special education materials usage, and techniques and processes used in relation to instructional materials.

IC PROVIDE SEAs AND LEAs CONSULTATION ON EDUCATIONAL TECHNOLOGY OF SPECIAL EDUCATION MATERIALS USAGE

IC-01

The ALRC has provided consultation on educational technology related to special education materials usage to the State Education Agency in order to aid its staff in staying updated and informed about potentially valuable practices and materials.

In FY 1977 the ALRC responded to 100% of the requests for consultations dealing with training programs identification, evaluation of materials, media and materials usage and methods and materials prescriptions. Over the three year contract period, ALRC responded to 829 SEA requests for assistance.

ID DEVELOP A CAPACITY FOR CONDUCT OF OR PARTICIPATION IN MEDIA AND MATERIALS CONFERENCES AND WORKSHOPS

ID-01-02 and 03

In recent years, the New York State training network has increased emphasis toward inservice training as opposed to the original priority of Special Education materials loan. This shift in philosophy and orientation has resulted in the need for ALRC staff to become increasingly more involved in providing training to SEA's, LRC's, LEA's involved in the education of children with handicaps. As a reflection of this shift of philosophy, ALRC Field Consultants have conducted 26 workshops to a total of 916 participants. ALRC personnel has directly assisted in conducting an additional 11 workshops to 562 participants during FY 77.

Regional and state conferences are frequently conducted so that a wide variety of people involved in the education of children with handicaps can get together and share ideas and techniques through small workshop sessions. During FY 77, ALRC personnel attended 12 such conferences and conducted presentations at 9 of these.

In order to respond to expressed SEA and ALRC training needs, the ALRC has developed and maintained an information base of training materials to be used in conducting and participating in media and materials conferences and workshops.

Over the three year contract period, a base collection of 285 training materials has been identified and obtained for use by LRCs and the SEA. Periodic lists identifying the training materials have been prepared and sent to the SEA and LRCs and training materials have been loaned for workshop and conference use. In FY 1977 1,856 training materials were obtained and loaned to the SEA and LRCs and 12 monthly listings of the training materials available were disseminated to the LRCs. 50 training consultants were identified.

ID-01-02 and 03 (Continued)

Needs assessments conducted by the SEA identified as a priority the need for appropriate training materials to be obtained in support of workshop and conference activities provided to LRCs. In FY 1977 300 participation packets were prepared and delivered to LRCs, 84 training materials were purchased, 53 training materials borrowed, and 1,856 training materials were loaned to LRCs.

Over the three year contract period 285 training materials were obtained for use in LRC workshops and conferences and 3,392 materials were directly loaned in support of LRC activities.

To assist clients in planning attendance at training workshops, the ALRC assisted the SEA in the compilation and dissemination of a monthly calendar of ALRC/SEA sponsored conferences and workshops and other conferences of potential interest. In FY 1975 75 conferences were reported; in FY 1976 108; in FY 1977 196. 12 calendar schedules were disseminated to 700 clients in FY 1977.

IE DEVISE AND EXECUTE A PLAN FOR DISSEMINATION OF CHILD-USE INSTRUCTIONAL MATERIALS-RELATED INFORMATION TO SEA-DESIGNATED RECIPIENTS

IE-01

Since information about appropriate child-use materials is not always available at LRC or intermediate levels, the ALRC provided access to the National Instructional Materials Information System (NIMIS) and assisted the SEA in delivering NIMIS derived child-use materials data to the LRCs.

Until February 1977, when the NIMIS access terminal was installed at the ALRC, requests for NIMIS derived child-use materials information were filled by requesting the National Center on Education Media and Materials for the Handicapped to supply the data. In the third quarter, 500 NIMIS brochures with a memo describing the service were mailed to all LRCs and other clients. Personnel from the SEA and local academic and research libraries were also apprised of the local availability of the service. In FY 1977 53 NIMIS requests were received, and responded to with 53 NIMIS generated resource guides and bibliographies.

Parents and instructional personnel need continued access to more information on new instructional materials and advances in technology than is available at the LRC level. In order to respond to this expressed need, ALRC personnel provided assistance to the SEA and LRCs in locating and providing this information based on specific requests.

During the three year contract period 26,000 requests for materials information were received and honored. In FY 1977 915 publishers information packages were disseminated and 12 bibliographies were prepared and distributed including 3 bibliographies in preparation to be disseminated prior to the close of the contract period.

IE-01 (Continued)

Clients need information related to field tests and other evaluative data about child-use materials in order to make the most intelligent selection of these materials. Since this data is often difficult to locate the ALRC assisted clients in obtaining it from appropriate sources. During FY 1977 293 requests for descriptive and evaluative data were received and honored; 200 publishers information packages were distributed.

IF PROVIDE HUMAN RESOURCES FOR REINFORCING STATE STAFF IN MEDIA, MATERIALS, AND TECHNOLOGY

IF-01 and 02

Local media, materials and technology services development depends upon continued provision of information regarding these services. The ALRC assisted the SEA in providing this data by preparing and disseminating various documents and packages of material related to this area.

In FY 1977 a Directory of NYS LRCs was produced and forwarded to NCEMMH, as well as disseminated to clients throughout New York State upon request; 915 information packages were prepared and disseminated; a list of organizations serving the handicapped in New York State is in final production and will be distributed to all LRCs and other service agencies by close of the contract period.

The SEA lacked sufficient expertise in developing information systems in media, materials and technology services to respond fully to requests for technical assistance in this area. ALRC personnel provided assistance and responded on behalf of the SEA to 23 requests. ALRC staff has provided a summary of recommendations to the SEA regarding the information system needs of clients which emphasize the need for 1) furthering SEA staff ability to respond to media, materials and technology services requests through use of appropriate information systems, and 2) financing access to NIMIS II as soon as the NIMIS II contract is awarded.

The SEA requested that the ALRC assist it in developing cataloging systems appropriate to the divergent needs of LRCs. ALRC staff, during FY 1977, have responded to 5 SEA requests for assistance to LRCs in establishing and implementing cataloging systems. Due to the highly individualized needs of each client, a resource bibliography describing various systems available was produced and disseminated to all LRCs in the State. All resource materials cited were then made available for short term loan to clients so that decision-making

IF-01 and 02 (Continued)

could be carried out by the LRC to meet its specific needs.

ALRC Field Consultants have assisted SEA personnel in conducting a wide range of inservice training. One of the most important aspects of providing training is receiving feedback as to the effectiveness of the training. However, the feedback received from workshop participants is sometimes limited by the questions asked. It is, therefore, important that the instrument used to assess the effectiveness of inservice training reflect the workshop conducted and ask appropriate questions. ALRC Field Consultants have assisted the SEA in designing a workshop evaluation form for each of the 26 workshops conducted during FY 77 and 90% of all workshops conducted during the three-year contract period.

Since the ALRC provided an access point to media and materials sources, the SEA requested its assistance in borrowing materials not available to its clients through LRC collections. The ALRC prepared and disseminated information on materials loan procedures for access to the various national sources and filled 600 requests from the SEA to borrow media and materials.

IG ACT AS INTERFACE BETWEEN THE LOCALLY-EXPRESSED NEED FOR MATERIALS INFORMATION AND MATERIALS-LOAN AND THE ARLC/NCEMMH RESOURCES FOR MEETING SUCH NEEDS

IG-01 and 02

The ALRC acted as an interface between the locally expressed need for materials information and materials loan and ALRC/NCEMMH resources for meeting those needs during FY 1977. Personnel responded to 15 requests for information on LRCP services and disseminated 1,000 items of information on NCEMMH services and 100 additional items on other LRCP services. In addition, ALRC staff followed up on 55 requests for services available in New York State forwarded to the ALRC by NCEMMH and disseminated 100 information packets on LRCP services.

To access SOMD services in FY 1977, it was necessary for the SEA to request these services through the channel of the ALRC. Packets stating loan procedures and listing available SOMD materials were disseminated to all LRCs and SEA staff as soon as they were made available by SOMD. 15 requests for materials were received and honored by the ALRC.

In FY 1977, the ALRC was the entry point through which the SEA or LRCs could obtain assistance from ncemmh or SOs. 9 requests for assistance, 3 in materials evaluation and 6 for network assistance were received and honored.

IIA-01 IDENTIFY NEEDED INSTRUCTIONAL MATERIALS AND PRIORITIZE NEEDS

ALRC Field staff was instrumental in introducing the national Needs Assessments effort to the appropriate State personnel. Through these contacts, a method of dissemination was planned. The staff was limited in its efforts to assist the national Needs Assessment effort because of a lack of approval of the Needs Assessment form by CEIS (Committee on Evaluation and Information Services)

However, a summary of the State Needs Assessment effort is available for NCEMMH, SO offices and BEH.

IIIA HELP REGIONS' TRAINERS TO IDENTIFY MEDIA, MATERIALS AND EDUCATIONAL TECHNOLOGY TRAINING NEEDS

IIIA-01

ALRC staff was successful in assisting the SEA to determine the needs of teachers within New York State. During FY 75, a pilot needs assessment was conducted with teachers of handicapped children to determine if the ALRC network was a viable means of assessing needs. As a result of this pilot effort, it was determined that needs of teachers in New York State could be evaluated using the 50 centers in the ALRC network as dissemination and retrieval centers for the needs assessment form.

During FY 76, a needs assessment was conducted with teachers of the handicapped through the ALRC network and with parents through five major parent organizations within New York State. Eight hundred ninety-two (892) teacher responses indicated teacher training needs and validated the LRC network as an effective means of gathering information about training needs. The assessment conducted through the five parent organizations resulted in 162 returns from parents. This process indicated the need to develop alternative methods of attaining information from parents.

During FY 77, the parents needs assessment process utilized both the 5 parent organizations and the LRC training network. Consequently, 651 parents responded to the needs assessment. Approximately 75% of the parent forms were returned through the LRC network. The FY 77 needs assessment conducted with teachers provided a wealth of information about media and materials training needs as well as needs related to the Individualized Education Program (IEP) process. Needs assessment forms from teachers totaled 926. This same needs assessment form was used to attain information from Special Education Directors and Training Specialists within the LRC network. Contact with the SEA coordinator of the upstate and downstate consortium in the area of higher education was used to gather needs from colleges and universities.

IIIB EXECUTE A PLAN TO MAKE NEEDS KNOWN TO PRE- AND INSERVICE TRAINING INSTITUTIONS AND AGENTS AND PROVIDE CONSULTATION SERVICES TO SAME

I IIB-01 and 02

The information relating to all needs assessment efforts were summarized and reported to the participating centers and parent organizations so that they might have a better understanding of the needs of people within their specific area. A summary of the information gathered will also be disseminated through the IMC Reports and IMC Reports to Parents.

Based on the Needs Assessment and specific informational requests made of the Office for Education of Children with Handicapping Conditions, 833 consultations were completed. In an effort to increase the knowledge and consultation skills of the ALRC training staff, two Special Office training sessions were attended.

IIIC HELP TRAINERS LOCATE EXTANT AND USABLE TRAINING PROGRAMS AND MATERIALS WHICH FULFILL NEEDS

IIC-01, and 02

As a backup resource for LRC Trainers, ALRC Field Consultants are responsible for helping trainers locate extant and usable training materials which fulfill needs. Based on specific requests to local trainers, ALRC Field Consultants surveyed available training materials through national and state resources and assisted LRC trainers in identifying and obtaining specific training materials and programs which relate to their needs. One hundred fifty (150) instructional and training materials summaries were developed to provide LRC Trainers with information on the major programs available for their use. These summaries were printed and disseminated to each of the 50 Trainers in the LRC network. They were also distributed, based on background of the participants, to LEA personnel receiving training from ALRC Field Consultants. Beyond the information provided through the materials summaries, LRC's were assisted in identifying 194 materials designed to meet the instructional needs of children with handicaps.

To conduct local training, more information and access to training programs and materials was needed than was available through state and local resources. The ALRC acted as the interface between these needs and LRC? and other resources during FY 1977 and disseminated information about training materials and programs. 2,631 requests for information were received and honored; the Publishers Source Directory was also disseminated to appropriate clients to provide information on sources of materials.

IIID DESIGN AND CONCEPTUALIZE NEEDED AND UNAVAILABLE TRAINING MATERIALS TO FULFILL NEEDS; SUPERVISE AND FUND PRODUCTIONS USING FACILITIES AND TECHNICAL SERVICES OF S1, S2, AND S3 CENTERS

IIID-01, 02, and 03

The process used by ALRC staff in providing training materials to meet the expressed needs of teachers and parents through the needs assessment effort is to survey the existing commercial training materials and disseminate information regarding these programs. In the event that materials are needed but unavailable, ALRC Field Consultants assisted SEA staff in conceptualizing and designing training materials. Once these materials are designed, they are subcontracted or developed within the SEA. In either event, the ALRC Field Consultant takes the primary responsibility in assuring that the materials provide the user with adequate and appropriate information.

As a result of ALRC Field Consultants efforts, training materials were conceptualized, designed and produced. In addition, LRC Trainers were assisted in the design of 167 training workshops during FY 77.

IIIE CLASSIFY, DESCRIBE, AND ENCODE MEDIA-TRAINING MATERIALS FOR INFORMATION BASE ENTRY

IIIE 01 and 02

At the time the FY 1977 ALRC proposal was submitted, it was felt that it was advisable for the ALRC to assist SO_2 in locating appropriate media-training materials for NIMIS data base entry. While assistance was offered in writing by ALRC staff, no request was ever received for the ALRC to provide this information, however, a composite list of ALRC training materials was prepared and disseminated to SO_2 during the contract year for their use if desired.

In order to make media-training materials more rapidly available to fulfill expressed local needs, the ALRC engaged in direct media-materials encoding during FY 1977. Four ALRC and SEA staff were trained to classify, describe and encode appropriate media-training materials during the first quarter of the contract period.

In order to act as the interface between the local need for resources and LRCP information services, ALRC staff participated in 2 ALRC/SO/NCEMMH meetings on information planning during the FY 1977 contract year.

IVW SERVE AS AN INTERMEDIARY BETWEEN STATES AND NATIONAL INFORMATION SYSTEM

IVW-01, 02, and 03

To insure adequate communications between the State, ALRC, and NIMIS during FY 1977 regarding the function and use of the information system, the ALRC collected and forwarded reactions about NIMIS to NIMIS supervisors. One client reaction to NIMIS were collected and forwarded.

As part of its tasks in FY 1977, the ALRC served as an information source on NIMIS and supplied clients with NIMIS-produced information updates. Seventeen direct requests for NIMIS information were received and responded to during FY 1977. In addition, 1,000 NIMIS brochures and related memos were disseminated to LRCs to announce direct access to the data base from the New York ALRC.

In order to fully utilize the NIMIS data base and to acquire knowledge of appropriate search strategies and techniques for accessing the base, ALRC staff were requested to attend two NIMIS training sessions during FY 1977. ALRC personnel participated in two sessions, one held at NCEMMH and one held at the New York ALRC before directly accessing NIMIS via the terminal located in Albany, New York.

During FY 1977, the ALRC performed NIMIS searches upon request and directly supplied clients with NIMIS output products, thus making LRCP services available to fill expressed local needs. Fifty-three search requests were received and processed, and 53 output items were forwarded to clients.

VU ADVISE AND CRITIQUE SOMD'S SERVICE TO SEAs AND LEAs AND SERVE AS AN INTERMEDIARY BETWEEN STATES AND NATIONAL DELIVERY SYSTEM

VU-01 and 02

The ALRC, because of its working relationship with the SEA and LRCs, accesses large amounts of data regarding the appropriate selection of media-training materials. Because of this fact, the ALRC agreed to participate in advisory meetings with SOMD during FY 1977 to advise, critique and make recommendations regarding SOMD training materials holdings. However, SOMD did not solicit the advice of the ALRC and, therefore, the staff did not participate in any advisory meetings, and although the ALRC forwarded lists of training materials to SOMD for consideration for purchase, SOMD did not ask for purchase recommendations.

During FY 1977, the ALRC acted as the interface between the State and the SOMD and provided information about available SOMD services. Eight requests for SOMD materials were disseminated to LRCs and other interested clients.

VIA CONDUCT PROJECT PLANNING MONITORING REPORTING AND OTHER NECESSARY INTERNAL MANAGEMENT FUNCTIONS

SEIMC and later ALRC evolved from a narrowly defined media and materials depository function to one of active field service and involvement. The role of the director evolved along with the orientation of the center. The director has had a great deal of involvement with OECHC administration, management and policy making.

.Participate in Bureau Chief's and Division Director's meetings

.Cooperatively plan inservice

.Develop criteria for funding of Title VI-B projects

In addition, the director has been involved in coordination and liaison with other NYSED units, other State Agencies who provide educational programs for handicapped children. Some of these activities have been:

.The interagency coordinating committee. (Coordination of educational programs in Department of Mental Health, etc. with OECHC programs)

.The Alliance for Action Conference. (Advocate groups, LEAs, parents et al with an interest in education of handicapped)

.Coordination of IV-C instructional management projects. (Instrumental in having a statewide coordinator funded)

The above are but a few of the activities, which have allowed the project director to:

.Inform the field of available services

.Collect data on needs

.Coordinate ALRC efforts with other OECHC units, other SED units, other State Agencies and the field

As in any effectively administered project, the routine management tasks were achieved routinely, freeing the project director for higher order planning and management functions.

VIB PARTICIPATE IN LRCP COORDINATION ACTIVITIES

VIB-01, 02, and 03

In completing the activities of any federally funded grant or contract, New York State emphasized the integration of federal grants and contracts into the goals and activities of the New York State Education Department. In its effort toward this commitment, New York State Education Department, Office for Education of Children with Handicapping Conditions has directed State personnel to attend ALRC, SO, NCEMMH Committee meetings. In addition, state and ALRC Staff participated in 32 professional conferences including 14 national meetings in an effort to insure professional development.

III. Conclusions and Recommendations

A. Summary of Major Projects Successes/Impact on Special Education Delivery Systems

The New York State Area Learning Resource Center has focused primarily on four major activities:

1. Training
2. Product Development
3. Information Dissemination
4. Instructional and Training Materials Loan

The dissemination vehicle for all of these activities is the Network of 50 Associate Centers (See Appendix D).

Training

In the area of training, ALRC staff has conducted 26 major workshops with 916 participants*. As a result of these workshops, LRC Training Specialists have conducted 2,258 training sessions at the local level. This multiplier process has resulted in 30,600 recorded participants of local training sessions during FY 77. These figures are indicated on the following chart (Appendix E) and reflect the growth that has been influenced by the assistance and support of ALRC personnel.

Product Development

The efforts of ALRC staff have resulted in a comprehensive statewide training needs assessment effort. This effort has been extremely successful in determining the training needs of teachers, parents and other educators of children with handicapping conditions. Many of these training needs can be met through the use of commercially available or other existing training programs. Some training, however, is thwarted due to the lack of available mediated training packages. As a result of this lack, and in an effort to meet training needs, the New York ALRC has conceptualized, designed and produced additional training materials. (Appendix F)

* This figure does not include participants of training sessions conducted by ALRC staff at national conferences.

III.A. (Cont.)

These materials have been disseminated to the 50 Associate Centers and are frequently used in meeting the training needs of special educators throughout the State.

III.B. RECOMMENDATIONS FOR FUTURE EFFORTS WITHIN THE PRESENT

Given the nature of the evolved NYSED/ALRC; which has allowed for meeting of local needs through the 50 Associate Centers, continuation of the present workscope seems appropriate. It should be noted, however, that the emphasis should be on training and information services rather than solely on the materials repository function.

III.C. RECOMMENDATIONS FOR MODIFYING THE PRESENT WORKSCOPE

P.L. 94-142 requires a comprehensive plan for personnel development for each state. Pre-service and inservice training are supported by various project, local and institutional funding sources (i.e., ALRC, RRC, VI-B, VI-D, etc.). This fragmentation does little to enhance overall planning for personnel development. The recommendation that suggests itself is that a major portion of a future workscope should be complete coordination of all training and information activities. This could tie in closely with the current comprehensive manpower development funded under VI-D BEH/DPP.

Under any training and information plan, considerable latitude should be given to SEAs in subcontracting or giving grants to LEAs or intermediate units. Not everyone in NYS has the same needs. If we are to write "IEPs" for the Education System, we need the latitude to develop local programs to meet local needs.

APPENDICES A Through F

APPENDIX A – – CHILDREN SERVED AND SERVICE NEEDS IN PRIORITY AREAS

STATE

DATE

1976-1977

HANDICAPPING CONDITIONS	RECEIVING AN EDUCATION WHICH MEETS ALL EDUCATIONAL NEEDS* (1)			1ST PRIORITY NOT RECEIVING AN EDUCATION (2)			2ND PRIORITY, SEVERELY HANDICAPPED BEING EDUCATED, BUT REQUIRING ADDITIONAL SPECIAL EDUCATION AND RELATED SERVICES (3)		
	3 thru 5	6 thru 17	18 thru 21	3 thru 5	6 thru 17	18 thru 21	3 thru 5	6 thru 17	18 thru 21
Mentally Retarded	1025	44529	2818	8922	3669	14263	45	1220	706
Hard of Hearing	32	1771	70	533	853	856			
Deaf	118	3010	84	310	0	617			
Speech Impaired	2340	69840	2720	10783	0	18732			
Visually Handicapped	37	1842	65	479	708	782			
Seriously Emotionally Disturbed	853	39543	8561	4249	124	6819		344	49
Orthopedically Impaired	298	3874	194	766	1030	1531	5	3	3
Health Impaired	827	23942	882	4659	3703	8117			
Specific Learning Disabilities	554	269	1238	10136	17572	16297		266	
TOTAL	6084	220620	16632	40792	27659	68014	50	1967	758

*(1) - Include only handicapped children who are having all of their educational needs met.

*(3) - Include those handicapped children who are not having all of their educational needs met.

77

76

APPENDIX B - STATE PERSONNEL SUMMARY OF ACTUAL NUMBER OF PERSONNEL EMPLOYED DURING THE 1976-77 SCHOOL YEAR FOR SERVICES TO THE 0-21 AGE HANDICAPPED POPULATION

(A)

MANDATED SCHOOL AGE IN THE STATE OF

FOR SCHOOL YEAR 1978-79

PERSONNEL	TOTAL (Sum of columns b thru j) (a)	MENTALLY RETARDED (b)	HARD OF HEARING (c)	DEAF (d)	SPEECH IMPAIRED (e)	VISUALLY HANDICAPPED (f)	SERIOUSLY EMOTIONALLY DISTURBED (g)	ORTHOPEDICALLY IMPAIRED (h)	HEALTH IMPAIRED (i)	SPECIFIC LEARNING DISABILITIES (j)
1. Teachers of Special Classes	10350	3928	169	175	57	2528	420	1429	1644	
2. Resource Room Teachers	1008	121	69	149	56	147	NA	NA	466	
3. Itinerant/Consulting Teachers	1217	6	138	823	217	8	NA	NA	25	
4. Psychologist										
5. School Social Workers										
6. Occupational Therapists										
7. Home-Hospital Teachers	195									
8. Speech Pathologists										
9. Audiologists										
10. Teacher Aides	4869									
11. Vocational Education Teachers										
12. Work-study Coordinators										
13. Physical Education Teachers										
14. Recreation Therapists										
15. Diagnostic Staff										
16. Supervisors	791									
17. Other Non-Instructional Staff	966									
18. TOTAL PERSONNEL	19396									

n.b. Data on staff positions 4,5,6,8,9,11,12,13,14 & 15 is not currently collected in such manner as to allow a full-time equivalent count relative to services to handicapped stude

APPENDIX C

FINAL WORKSHOP DATA ON ASSOCIATE CENTERS - 1976-77

CENTERS - 46

PEOPLE TRAINED: 28,750

TEACHERS 21,804

ADMINISTRATORS 3,087

PARENTS 3,476

OTHER 383

WORKSHOPS - 2,123

	IEP	COMMITTEE ON THE HANDICAPPED	P.L. 94-142	SYSTEM FORE
CENTERS	34	8	27	41
WORKSHOPS	156	24	241	209
PEOPLE TRAINED	2,457	331	3,342	2,194
TEACHERS	2,070	172	2,200	1,907
ADMINISTRATORS	256	105	573	275
PARENTS	131	54	569	12

*INDIVIDUAL DATA ON CENTERS ATTACHED

FINAL WORKSHOP DATA ON ASSOCIATE CENTERS - 1976-77

GRAPHIC CHART

CODING

- TOTAL NUMBER PEOPLE TRAINED

- TEACHERS

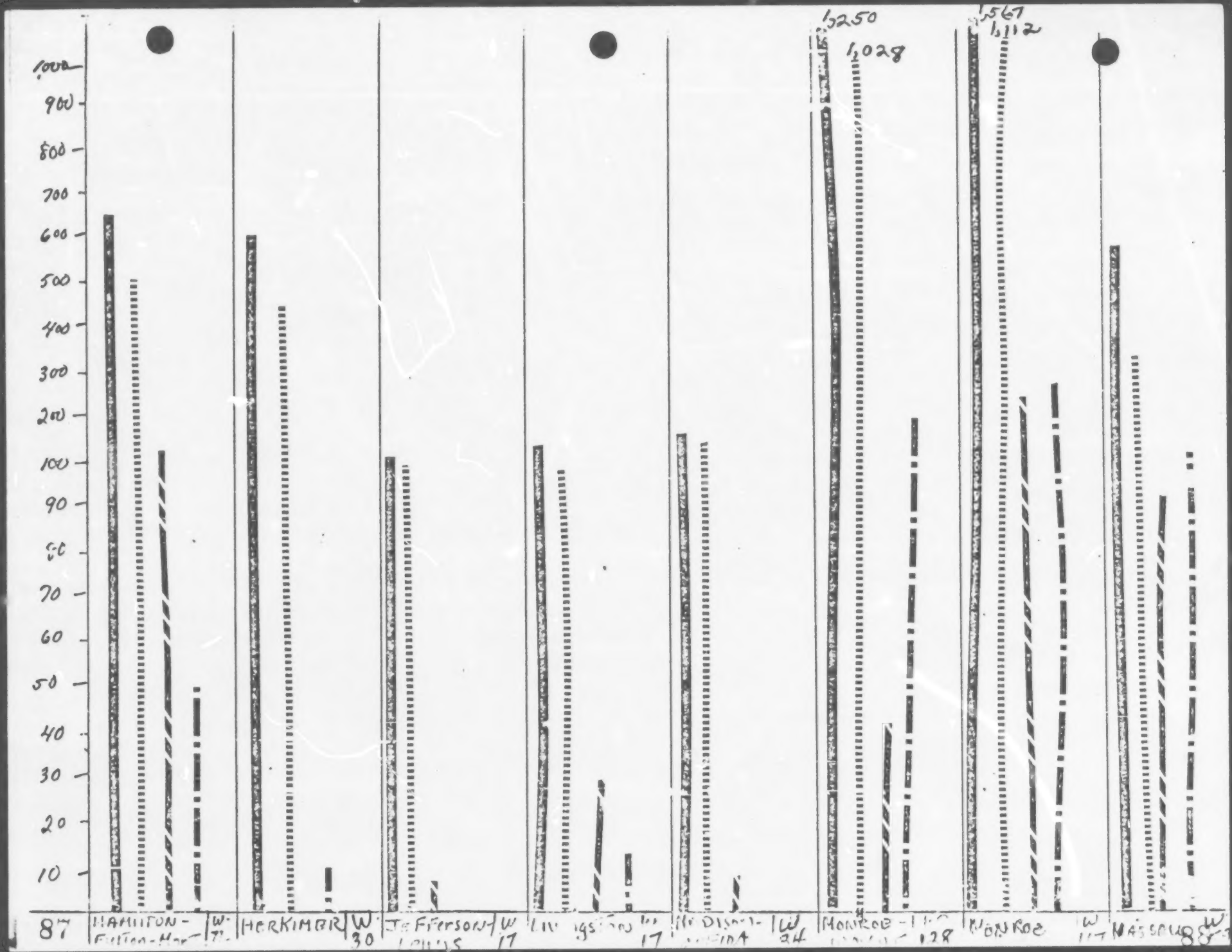
_ ADMINISTRATORS

- PARENTS

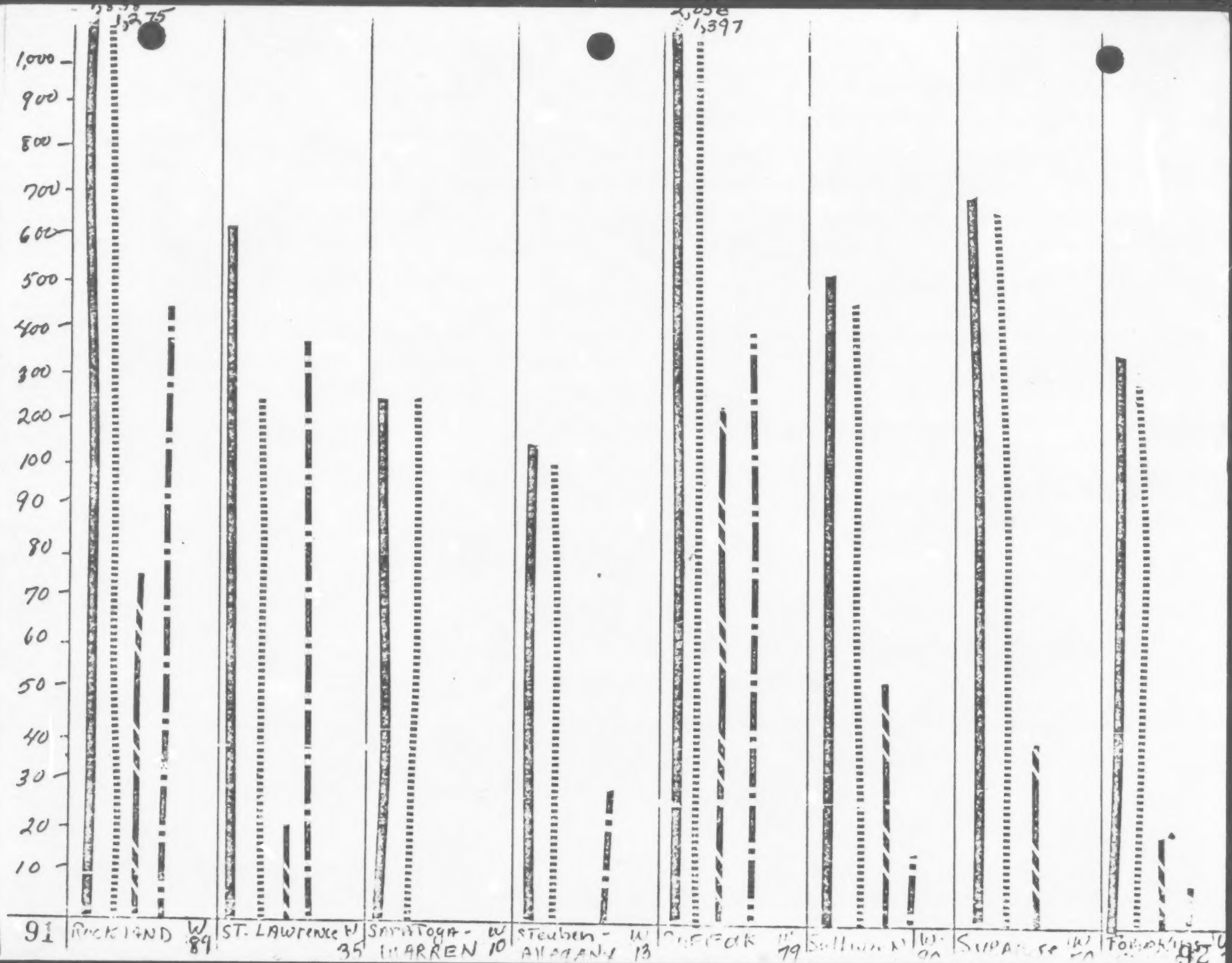
W - WORKSHOPS

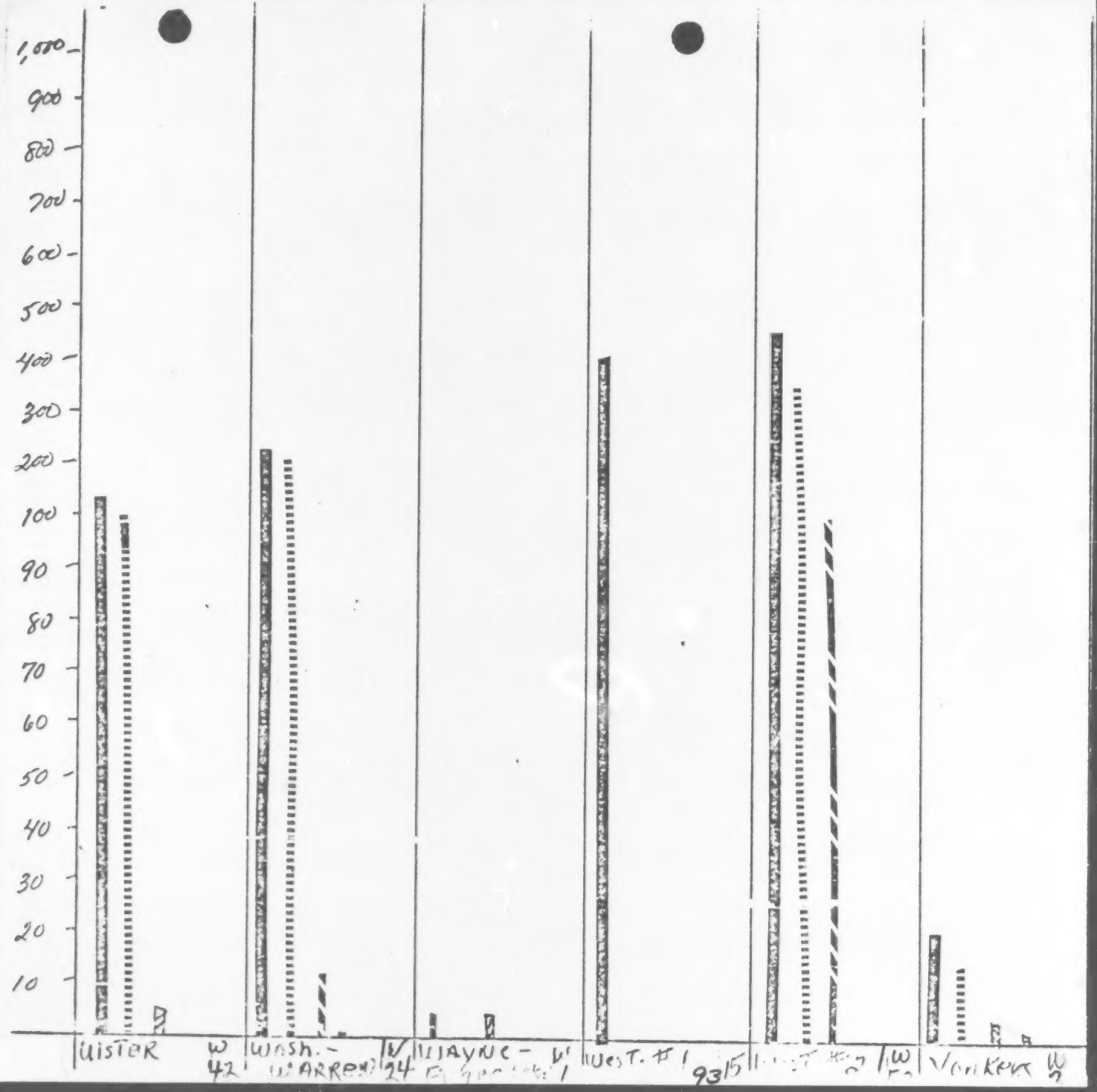
1,000
900
800
700
600
500
400
300
200
100
90
80
70
60
50
40
30
20
10
158
1,034
83
ALBANY
W 14
ALLEGANY
W 9
ALLEGANY
W 21
CATTARAUGUS
W 9
ALLEGANY
W
CAYUGA
W 2
CHAUTAUQUA
W 12
CHEMUNG
84
-74-

1,000
900
800
700
600
500
400
300
200
100
90
80
70
60
50
40
30
20
10
1,367
1,308
85
CLINTON-
W. 53
CAPTIANDL
W 21
DELAWARE-
W 25
DUTCHESS
W 12
FRANKLIN-
W 1
GREENE
86


1,250
1,028
1,567
1,112
1000
900
800
700
600
500
400
300
200
100
90
80
70
60
50
40
30
20
10
87
HAMILTON-
HERKIMER
W 30
W 17
W 24
MONROE
MONROE
W 17
88

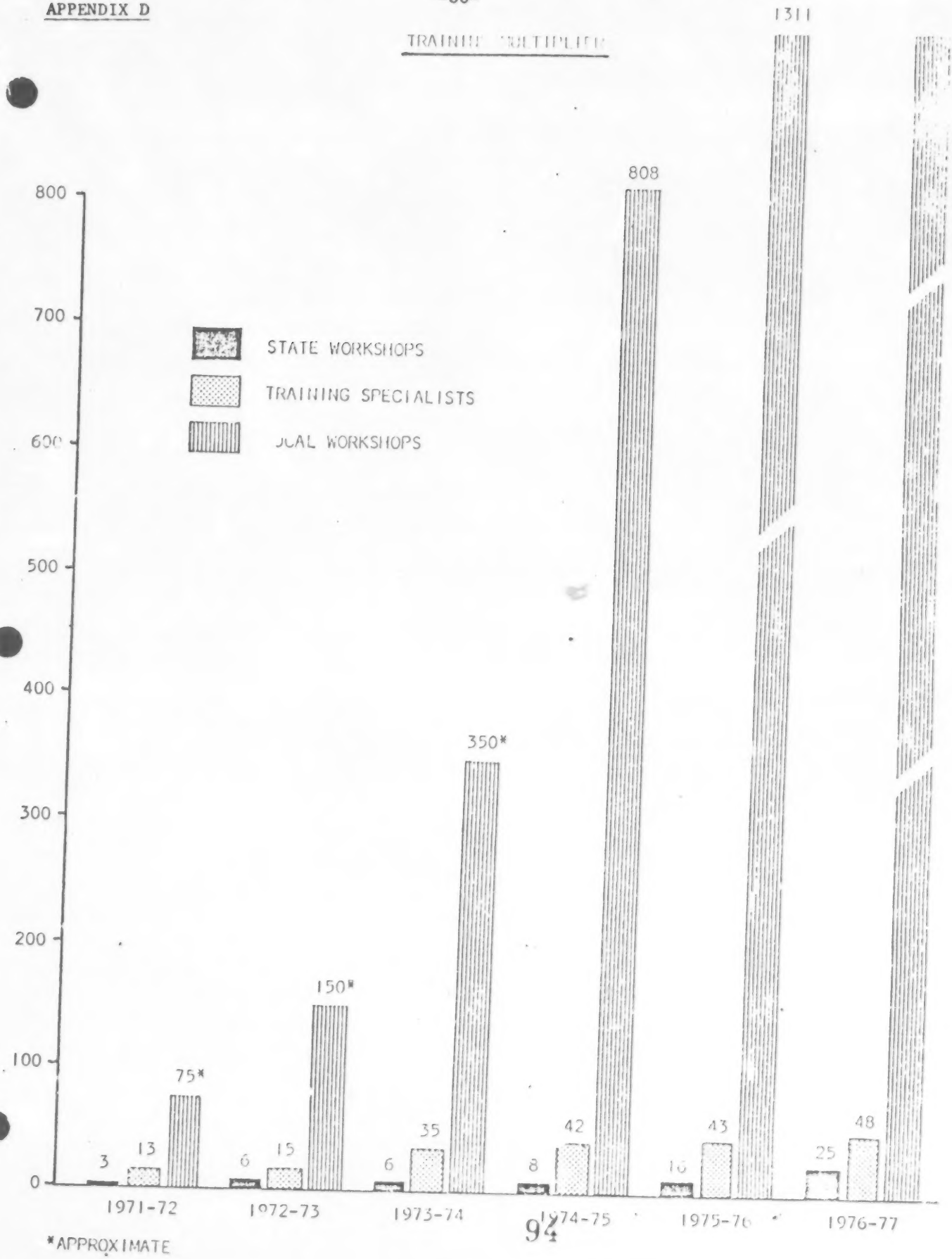
4,557
3,
1,943
1,408
1,000
900
800
700
600
500
400
300
200
100
90
80
70
60
50
40
30
20
10
89
N.Y.C.
W 307
ONEIDA-
W 47
ONEID.-
MADISON
W
ORANGE
W 70
ORLEANS-
W 56
W
RENSS.-
W
Roch


1,000
900
800
700
600
500
400
300
200
100
90
80
70
60
50
40
30
20
10
1,275
2,058
1,397
91
ROCKLAND W 89
ST. LAWRENCE W 35
SARATOGA - W
WARREN 10
STEUBEN - W
ALLEGANY 13
SUFFOLK W 79
SULLIVAN W
SUSQUEHANNA W
TOMPKINS
92


1,000
900
800
700
600
500
400
300
200
100
90
80
70
60
50
40
30
20
10
WISTER W 42
WASH.-WARREN W 24
WAYNE-
WEST. #1
93 15
W

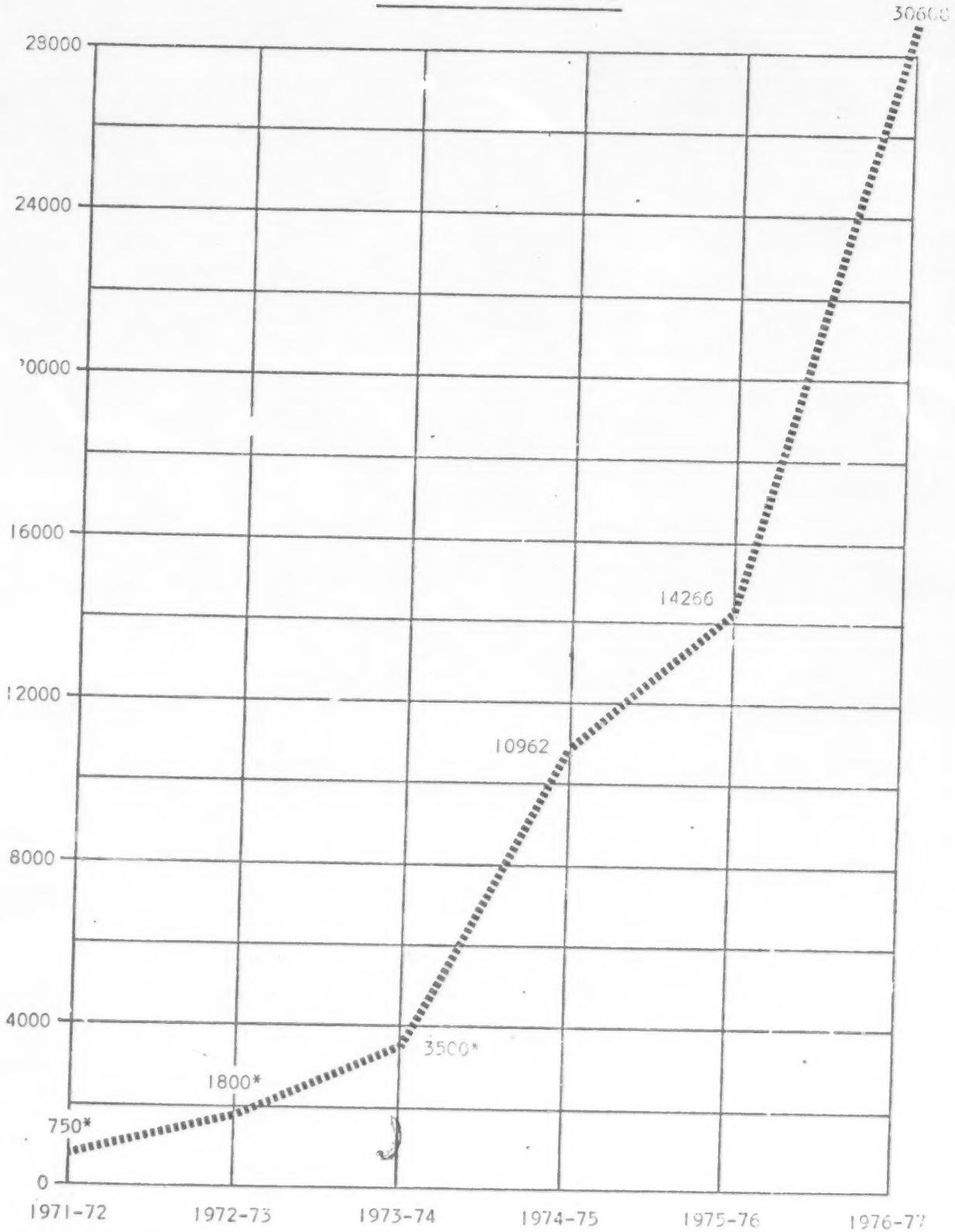
APPENDIX D

TRAINING MULTIPLIER



*APPROXIMATE

LOCAL PE[illegible]ONS TRAINED



*APPROXIMATE

The Home Teaching Kit

This kit was designed to be used with individual parent-child pairs, under the guidance of a professional worker. The kit consists of a set of Children's Materials, a Parent Guide and a Professional Guide. The Parent Guide provides specific directions for the use of the Children's Materials.

Instructional Materials for the Handicapped

The "Instructional Materials for the Handicapped: is a narrated filmstrip intended to provide additional information about instructional materials which might be of value in planning for instruction. A printed script and cassette narration are provided with the filmstrip along with a list of the names and addresses of the publishers of the materials discussed in the filmstrip.

Language Materials for the Handicapped

This narrated filmstrip is designed to introduce teachers to a variety of materials and approaches used to teach the development and effective use of language. Also provided is a list of the names and addresses of the publishers of the materials discussed in the filmstrip.

Bussing the Handicapped

This kit consists of two filmstrip presentations designed to provide bus drivers with information about children with handicaps. It also includes a leaders guide and stick-on first aid suggestions for the bus driver's dashboard explaining what to do in case of an epileptic seizure.

Metrics for the Handicapped

This kit consists of a filmstrip/cassette presentation, activities for the participants and summaries of instructional materials in the area of metrics. It is designed to provide the teacher with background information on the metric system and suggestions for teaching metrics to children with various handicaps.

Parent Resource Kit VII: A Change of Focus, 1974

Video tape, take-home brochure and group leader's guide. Principals of teaching size, shape, visual memory, and eye-hand coordination are demonstrated through the use of common household materials. The methods are primarily geared for parents teaching in the home.

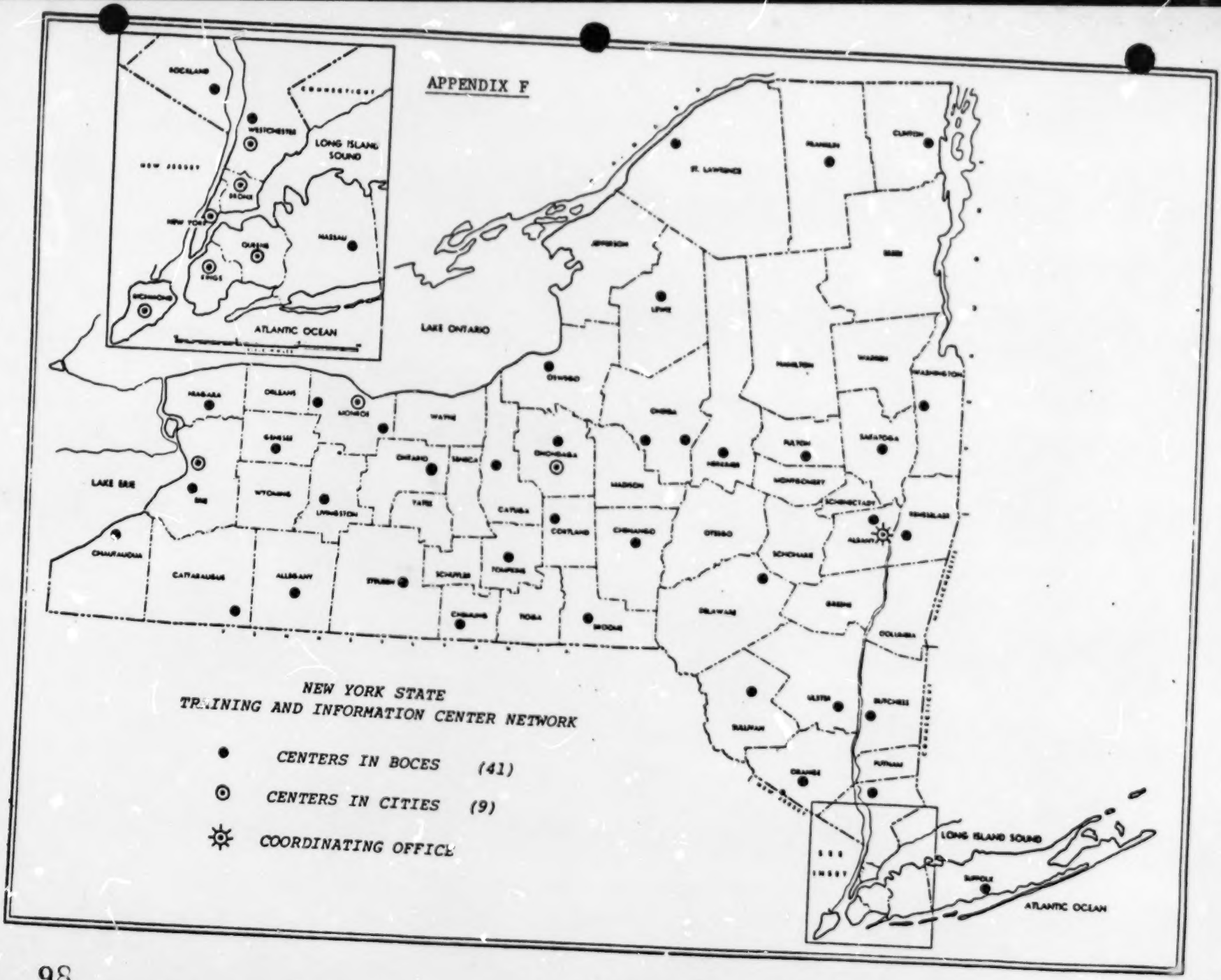
Mathematics Materials for the Handicapped

This is a filmstrip concerning commercially available instructional materials which might help teach mathematics to handicapped children depending on the skills and concepts to be taught and the ability and achievement levels of students. A printed script, along with a cassette narrations, are provided with the filmstrip. Also provided is a list of the names and addresses of the publishers of the materials discussed in the filmstrip.

Reading Materials for the Handicapped

This is a narrated filmstrip designed to introduce a variety of instructional materials and approaches that teachers might find useful in the teaching of reading. A printed script, along with a cassette narration are provided with the filmstrip. A list of the names and addresses of the publishers of the materials discussed in the filmstrip is also provided.

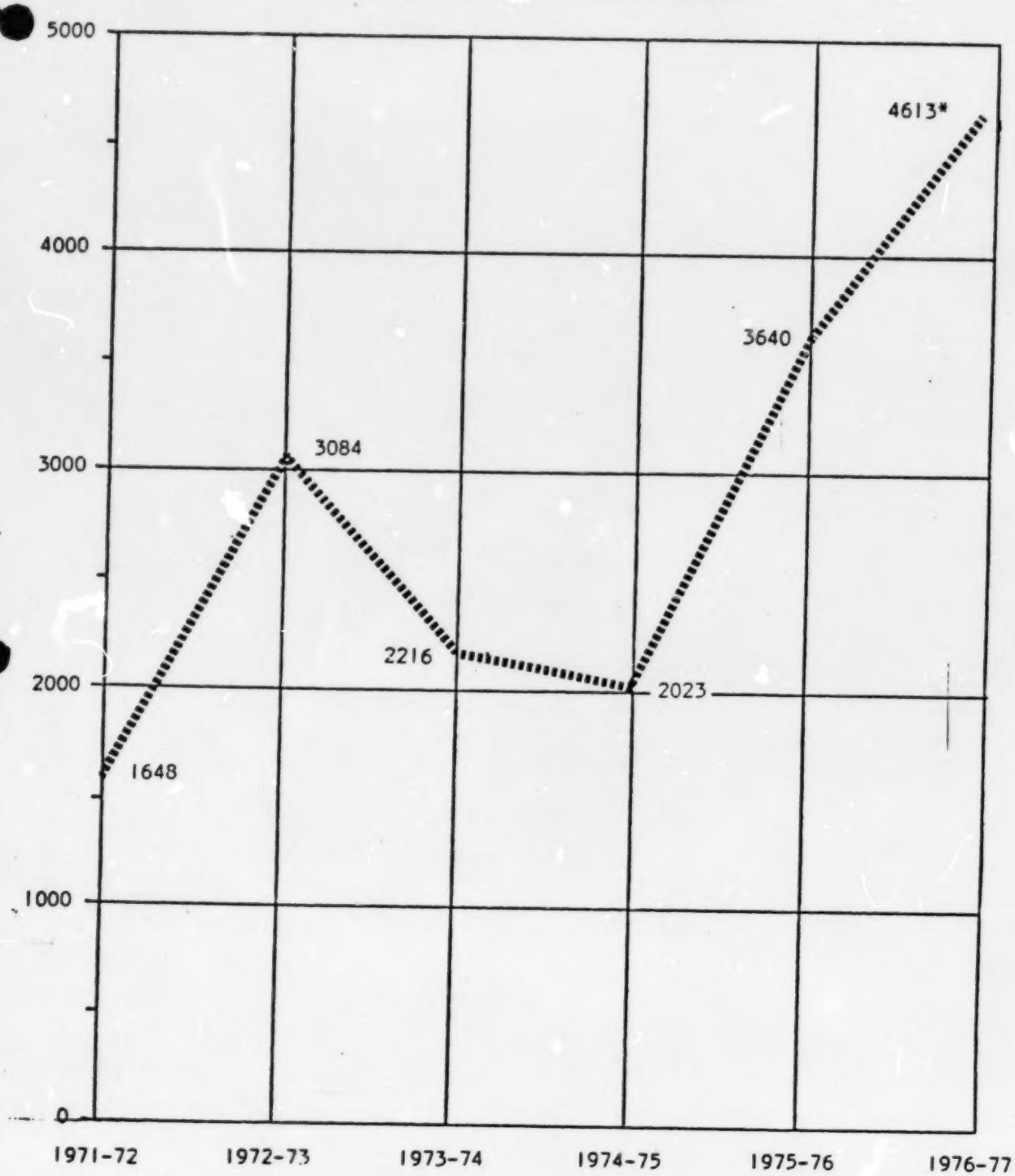
APPENDIX F


ROCKLAND
WESTCHESTER
LONG ISLAND SOUND
NEW YORK
NASSAU
ATLANTIC OCEAN
LAKE ONTARIO
LAKE ERIE
NEW YORK STATE
TRAINING AND INFORMATION CENTER NETWORK
CENTERS IN BOCES (41)
CENTERS IN CITIES (9)
COORDINATING OFFICE
LONG ISLAND SOUND
ATLANTIC OCEAN

NEW YORK STATE TRAINING AND INFORMATION CENTER

-86-

NUMBER OF REFERENCE REQUESTS FILLED

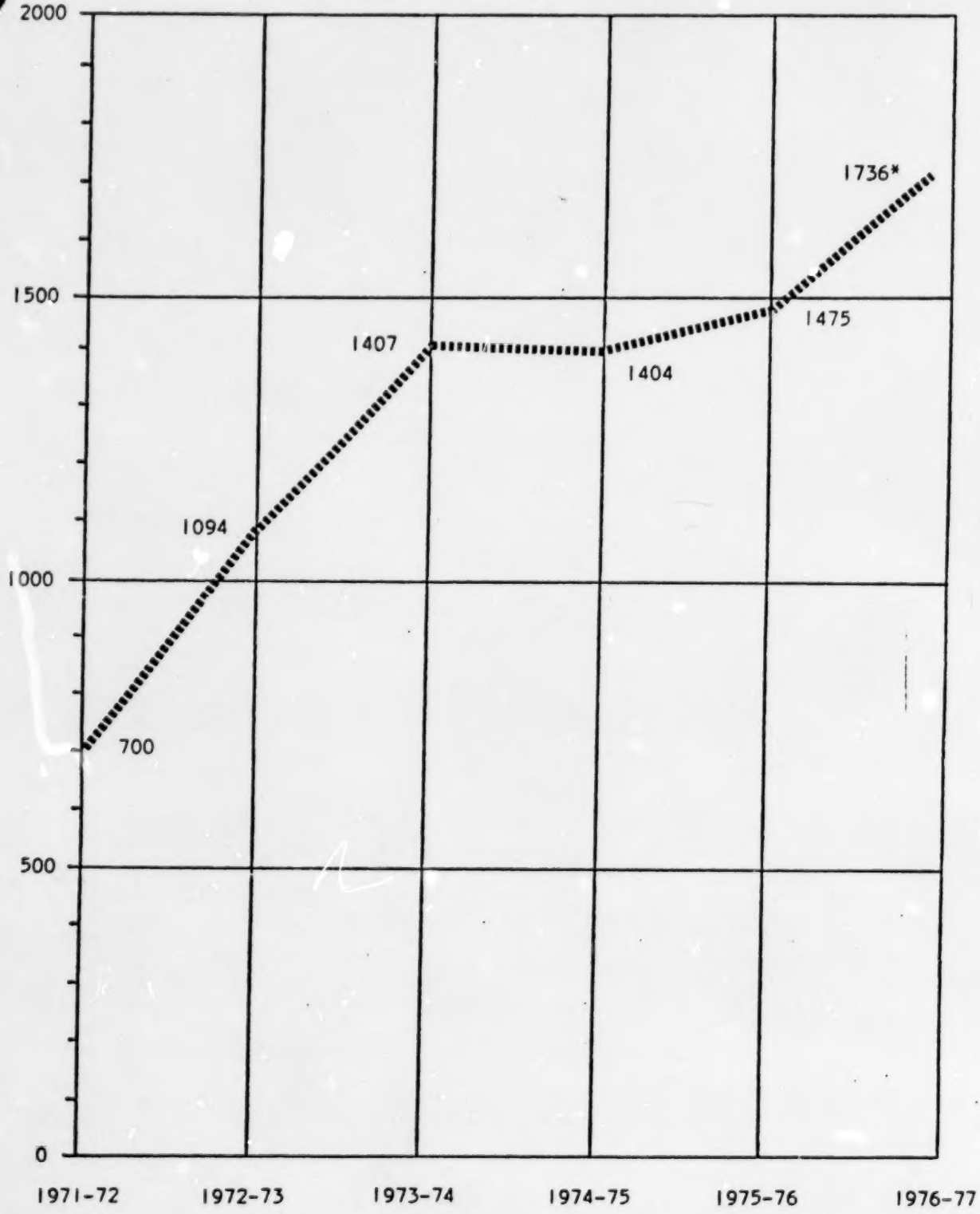


* Does not include last two months of FY 1977

NEW YORK STATE TRAINING AND INFORMATION CENTER

-87-

NUMBER OF PROFESSIONAL FILMS LOANED



* Does not include last two months of FY 1977